

PRIME Public Charter School

Table of Contents

- I. MISSION, KEY DESIGN ELEMENTS, ENROLLMENT, AND COMMUNITY..... 3
 - A. Mission Statement and Objectives..... 3
 - B. Key Design Elements 4
 - C. Enrollment, Recruitment, and Retention 8
 - D. Community to be Served..... 11
 - E. Public Outreach 11
 - F. Programmatic and Fiscal Impact..... 13
- II. EDUCATIONAL PLAN 14
 - A. Achievement Goals..... 14
 - B. School Schedule and Calendar..... 15
 - C. Curriculum & Instruction..... 16
 - D. Assessment System..... 25
 - E. Performance, Promotion, and Graduation Standards..... 28
 - F. School Culture & Climate 30
 - G. Special Student Populations and Related Services..... 34
- III. Organizational and Fiscal Plan..... 37
 - A. Applicant Group Capacity 37
 - B. Board of Trustees and Governance 38
 - C. Management and Staffing..... 42
 - D. Evaluation 46
 - E: Professional Development..... 49
 - F. Facilities..... 50
 - G. Insurance..... 52
 - H. Health, Food, and Transportation Services 53
 - I. Family and Community Involvement..... 54
 - J. Financial Management 56
 - K. Budget and Cash Flow 58
 - L. Pre-Opening Plan..... 59
 - M. Dissolution Plan 61

Attachment 1: Admissions Policies and Procedures.....62
Attachment 2: Samples of Evidence of Community Outreach.....63
Attachment 3a: Sample Daily Schedules.....78
Attachment 3b: First Year Calendar.....82
Attachment 4: Student Discipline Policy.....83
Attachment 5a: New Applicant and School Trustee Background Information Sheet.....86
Attachment 5b: By-Laws.....94
Attachment 5c: Code of Ethics.....104
Attachment 8a: Hiring and Personnel Policies and Procedures.....106
Attachment 8b: Resume for Proposed School Leader.....119
Attachment 9: Budget and Cash Flow Template.....122

I. MISSION, KEY DESIGN ELEMENTS, ENROLLMENT, AND COMMUNITY

A. Mission Statement and Objectives

Prime Public Charter School (“Prime”) is a middle school proposed for grades 6-8 in Brooklyn’s Community School District 13 (“CSD13”). Prime’s mission is to ensure that all students master college- and career-ready standards, demonstrate healthy habits of mind and body, and develop creative or career-driven expertise in an area of their choice. We achieve this by empowering teachers to create rigorous and personalized learning environments in which students can realize their highest academic and personal potential within a loving and challenging community.

Prime believes that every child can achieve at the highest levels if we create rigorous learning environments that are built around the needs, strengths, and motivations of each child. To achieve this, we: (1) Create a unique teacher-student matching process to ensure that students master cognitively demanding core academic knowledge and skills in a small, personalized learning environment (“Prime Core”); (2) Develop students’ personal development skills, such as self-reflection, resilience, decision-making, diversity competencies, teamwork, and leadership, that they will need to succeed in high school, college, and beyond (“Prime Journeys”); and (3) Ensure that students explore and achieve expertise in an area about which they have true passion and interest (Prime Studio).

Prime will measure success using several metrics, including proficiency on the New York State English Language Arts and New York State mathematics exams, yearly student portfolios and exhibitions, and student and parent feedback. Students will leave Prime with the skills needed to succeed in high school and the world beyond.

Prime will address several of the purposes of Education Law §2850(2). Our model will improve student learning and achievement through a personalized and interdisciplinary core academic model that uses data early and often to target both instruction and the additional supports that students need. Upon enrollment, families opt into one of three Prime Core Teaching Practices, all of which include an interdisciplinary model and school day structure that are unique among middle schools in CSD13. Please see sections regarding *Key Design Elements*, *Achievement Goals*, *Curriculum & Instruction*, and *Assessment System*, below, for more information. This flexibility and personalization will enable Prime to increase learning opportunities for all students, particularly those with special needs. Personalized learning plans will be developed for every student at the intake process, aligned with Individual Education Programs (IEPs), language development needs, and/or other areas of strength or challenge. Our flexible allocations of instructional time will ensure that we embrace all students and normalize the individuation found in IEPs.

Finally, because we offer an innovative new teacher growth and pathway model with a corresponding compensation model, teachers will be able to grow their own practices over time as they demonstrate results. We will create new professional opportunities for teachers accordingly, providing them greater structured autonomy over time, under close principal supervision. Please see sections *Evaluation* and *Professional Development*, below.

B. Key Design Elements

Prime is a 6-8 middle school designed to innovatively meet the diverse needs of Brooklyn students. In order to achieve our mission of a) career and college-readiness for all b) social-emotional development and c) enabling career or passion-driven expertise, **our model brings together the culture of high expectations and talent development used in high-performing “no-excuses” charter schools while concurrently adopting structures to add relevance, deep relationships, and deeper learning to each student’s experience.**

Our team has decades of experience helping high-performing charter and district schools to prepare every student for college and career. Our work in schools led us to believe that to serve every student, regardless of academic or emotional need, we must create a new model for personalized learning. Our school name, “PRIME”, is an acronym for the ways that we personalize learning:

Pacing and Pathways: Each student at Prime has a personalized learning plan that we build using diagnostic assessments and surveys. While students do not learn in isolation, our flexible Prime Core Teaching Practice model (described in detail below) allows us to help students move at the ambitious and efficient pace described in their learning plan in order to master rigorous academic standards and meet personal growth goals.

Relationships: We know that simply personalizing the pace and pathway isn’t enough if students and teachers do not know each other well. To that end, we use an intake process to help students and their families choose from at least three different Teaching Practices, which consist of teams of teachers who work together to teach core content areas. If the match works, students can loop with teachers for multiple years, but if not, we continue to work with each student to identify a teacher who can have a transformative impact on her or his academic and personal growth.

Interests and Identities: Great teaching requires motivating students to take ownership of their own learning. To achieve this, students will spend time each day in Prime Studio, where they can gain experiential expertise in a career or creative passion area. In addition, we help students to navigate their different and changing identities through Prime Journeys, a course led by a personal development coach that helps ensure that students have the supports they need to become effective leaders, teammates, and citizens who value their own and others’ identities.

Methods of Instruction: Individual students respond more or less effectively to different teaching methods. For that reason, each of our Prime Core Teaching Practices has a somewhat different specialty and method of instruction, while aligning instruction to rigorous Common Core State Standards. For example, some teachers will emphasize online adaptive learning while others will emphasize Socratic seminars. On our website, parents and students will be able to watch videos of each practice’s style to get a sense of what methods the practice will use to help students reach mastery of all standards.

Environments: In addition to the method of teaching, the environment in which students learn best differs, sometimes dramatically, and particularly as students develop through adolescence. For

that reason, our Teaching Practices offer differing schedules and learning environments; some have more rigid and consistent time blocks, and others have longer and more fluid time blocks, though the total time on each subject is nearly identical on average. As we work with students to take more ownership of their learning, they will develop their own learning strategies and make more decisions about their use of time and space, both during and after the school day.

To achieve “PRIME” personalization, in our model, students learn each day in three environments that are designed to ensure that they experience personalized learning within a professionalized teaching environment:

- **Prime Core:** Teams of two teachers¹, generally including a certified special education teacher and supported by a Prime Studio specialist teacher, work together to cover STEM and Humanities content that aligns to rigorous Common Core State Standards. Students, families, and the Principal work to match each student to a Prime Core Teaching Practice. Students spend approximately five hours daily working in Prime Core, which includes a mix of learning modalities and time for independent work (reading and writing across the curriculum along with self-paced math work) under the guidance of certified teachers. Each grade level will contain approximately three Prime Core teams covering ~ 108 students, for an average of 36 students per practice, depending partially on the experience level and capacity of each Teaching Practice. Whereas a typical middle school teacher instructs well over 100 students in the course of one school day, making it extremely challenging to offer detailed assessment feedback and to build deep relationships, our teachers are responsible for approximately 36 students. Practices may occasionally teach all students in a large group during interdisciplinary thematic unit introductory lessons, but it will be much more common for the practice teachers to split the group as needed into small groups of 12 or 18, each led by one of the practice’s teachers. This model will help all students, but in particular, it will help those with disabilities, those who are English Language Learners, or those who may be struggling academically. Instead of stigmatizing push-ins, pull-outs, and small-group tutoring, these formats will become a normalized part of a personalized learning environment.
- **Prime Journeys:** These smaller teams of 12 to 16 students are organized by the schools’ guidance counselors and led by teachers from the Prime Core Teaching Practices, in conjunction with outside coaches who typically are social workers and guidance interns. They implement a robust personal development and college-readiness curriculum to ensure that students develop the social-emotional toolkit necessary to navigate diverse environments with poise and presence. Students spend about one hour daily with their Prime Journeys team.
- **Prime Studio:** Studio work is led by the Practice’s Prime Studio Specialist Teacher who coordinates with community-based organizations and local professional experts to offer students experiential opportunities to discover a new expertise through the creation of authentic products and projects on behalf of the outside organization. Students spend one to two hours per day in their Prime Studio teams, which vary in size and duration based on

¹ Not all three teachers will be actively teaching during every given class period.

student interest and need; we anticipate that students will pursue projects in the visual and performing arts, media production, foreign language, and athletics.

Key Design Features to Achieve Personalized Student Learning: While Prime’s personalization should help all students to accelerate their pace toward mastery of standards, it is designed in particular to support students with special needs and English Language Learners. These are students who, in our experience, have been unfairly labeled, either explicitly or implicitly, as unable to achieve high levels of academic performance. Our theory is different: We believe that these students have unique academic and personal gifts that are often hiding beneath their boredom, their frustration, and a learning environment that they view as hostile to their particular situation. We have designed our program to ensure that these students are in a Teaching Practice with at least one certified special education teacher, a Prime Journeys team supported by counselors who understand adolescent development, and a Prime Studio experience engaging with a community organization that taps each student’s specific interests.

Teacher Practice Matching Profile (TPMP): Upon matriculation, the Principal meets with each student and his or her family to fill out a TPMP, which helps each family determine which Teaching Practice is the right fit, based on a match of identities/interests, areas of expertise, and teaching methods. Families can watch videos of each Teaching Practice, learn more about each practice’s pedagogical styles, and receive support from the Principal in the match process.

Personalized Learning Plans (PLPs): All students at Prime are given diagnostic assessments and surveys that help students to work with their teachers to craft a PLP. The PLP serves as a way to gauge individual goals and demonstrations of mastery over time, and it serves as the roadmap for individualized learning. This creates a common understanding of where each student is, academically, and creates starting place for discussions, support structures, remediation, and extensions for each student. PLPs are shared with all stakeholders: students, teachers, parents, and Prime administrators.

Unique Learning Pathways Towards Mastery: In the Teaching Practices, teachers use a variety of methods, from blended learning rotations (in which students rotate from small-group to collaborative to online adaptive learning) to peer tutoring, to help students master Common Core Standards-based Learning Outcomes according to the most efficient and effective pathway for that student, which is described in his or her PLP. Over time we will scaffold students toward more independence so that they take ownership of their learning. At the same time, teachers plan rigorous, whole-group, differentiated class discussions that allow students at all levels to learn together, utilizing the principles of Universal Design for Learning², a model that gives students a variety of ways to access content within the same space.

Data-Driven Instruction and Intervention: Understanding the academic and social strengths and challenges of students will allow the development of authentic and powerful PLPs. At Prime, we

² See Pisha, B., & Coyne, P. (2001). Smart From the Start The Promise of Universal Design for Learning. *Remedial and special education, 22*(4), 197-203.

initiate a full battery of academic and social assessments, and tie each student's program to those. Prime teachers, under the supervision and support of the Principal, will look at formative data (behavioral as well as academic) at regular intervals to ensure that students are on track toward grade-level mastery. This allows us to intervene early with students who may initially struggle with a more self-paced learning environment. To ensure high levels of rigor and appropriate progress, we use the Response to Intervention (RtI) model to identify at-risk students and provide them with targeted support. Students with IEPs will have PLPs that match them to special education-licensed teachers, and English Language Learners will likewise have PLPs that use tools such as the NYSITELL to determine ELL status and match them to teachers with expertise in ELL instruction.

Real-World Learning: In the Prime Studio teams, students are exposed to real-world problems facing local creative or commercial organizations. Students are overseen and supervised by Prime staff, which helps to integrate classroom learning with lessons from the wealth of real-world resources that exist in CSD13.

Culturally Responsive Pedagogy: At Prime we believe that personalization includes valuing each student's unique identity and culture. Following the principles of the NYCDOE's Expanded Success Initiative, Prime will bring the ideas of culturally relevant and responsive curriculum to the middle school level, with a special eye to engaging adolescent Black and Latino males. Teachers within Prime will address the need for academic rigor, youth development, and school culture, which have been shown to help engage and retain young men of color in school.

Key Design Features to Achieve Professionalized Teacher Practice: To truly serve all students, we need a highly skilled professional workforce, and we believe that more than one skilled teacher is necessary in a classroom to ensure that we can flexibly meet students' varied needs. Prime knows that teachers are the biggest factor contributing to students' learning³; to this end, the school seeks to increase teacher professionalization in several ways.

Teaching Practices: Rather than assigning the same number of students randomly to each teacher, we match students to a variable-sized Teaching Practice that teaches the core subjects. Teaching Practices have teams of 2-3 teachers who design and manage their own practices. Under the close supervision of the Principal, Teaching Practices will have substantial autonomy within a set of mandated structures to organize their classrooms and class times, as well as the allocation of resources that the school provides to each team. Since teachers work in teams and across content areas, they have much lower total student loads, which has been shown to increase student achievement.⁴

Teacher Growth: Prime will have a range of support programs for new teachers and specified pathways, based on proven results shown by student growth, to progress through a continuum of

³ See Hattie, J. (2003). *Teachers make a difference: what is the research evidence?*(p. 4). Melbourne: Australian Council for Educational Research.

⁴ See Ouchi, W. G. (2009). *The secret of TSL: The revolutionary discovery that raises school performance*. Simon and Schuster.

roles, each with greater autonomy, responsibility, and compensation as it is earned:

	Partner	Fellow	Resident
Description	A Partner starts a new practice either alone or with a co-Partner. They have significant responsibility for curriculum development and new teacher development.	A Fellow works within an existing practice, sometimes in preparation to open their own practice. They learn how to coach new teachers in preparation to become Partners.	A resident is a relatively new teacher who works within an existing practice and is coached by both the Partner and the Principal. They teach under the supervision of a Partner or Fellow.
Level of Experience and Achievement	All Partners have at least four years of teaching experience and demonstrated ability to both improve student learning and coach/mentor new teachers.	All Fellows have at least two years of teaching experience and demonstrated ability to significantly improve student learning.	All residents have at least one year of teaching or relevant experience and demonstrated potential to significantly improve student learning.

Teacher Support: To ensure that teachers develop as professionals, we provide them with significant support (six weeks per year, in addition to daily planning time and weekly workshops) and hold them to high standards in three areas: Performance, Pedagogy, and Personal Development. Performance is assessed through student work products, student surveys, and student test score growth. Pedagogy is assessed through frequent administrative and peer classroom observations. Prime will use the Marshall Teacher Evaluation Rubric to help staff use a common vocabulary that helps to define excellent pedagogy. Teachers will also maintain a portfolio of unit and lesson plans, conduct one-on-one reflections, and showcase knowledge of key teaching concepts. We also expect all teachers to participate in ongoing Instructional Rounds to share what works across Teaching Practices. Personal development is assessed through twice-yearly 360 reviews from students, peers, and families, as well as a personal reflection process detailing the ways in which teachers demonstrate personal growth.

C. Enrollment, Recruitment, and Retention

Grades	Ages	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
6 th	11-13	118	118	118	118	118
7 th	12-14		118	118	118	118
8 th	13-15			118	118	118
Totals		118	236	354	354	354

Note: The table above represents the maximum number of students we will enroll at Prime. Our initial goal is to enroll 108 students in each grade, but we have the ability to add more students, up to 118 per grade.

Application and Lottery: Prime will actively and diversely solicit eligible applicants. Prime applications will be translated, at a minimum, into Spanish, French, Haitian Creole, and Mandarin. As indicated above, Prime will enroll up to 118 6th grade students in the first year and expand to up to 354 students across grades through 8, with up to 118 students in each grade. Prime follows the research that has shown that small schools have increased positive impacts on student learning⁵, which is why the school should not be any larger than 354 students. In the event that there are more applicants than available seats, Prime will conduct a lottery that complies with the requirements of the charter law. Students who are not selected through the lottery will be placed on a waitlist in the order in which they are drawn. Prime intends to backfill seats that are vacated during the school year.

Recruitment: Prime is committed to serving a diverse group of students, both to ensure that our student body reflects CSD13, and because we believe that integrated, diverse learning environments are a critical component of any 21st century global education. We have contacted and plan to work with CAMBA, Ingersoll Community Center, University Settlement, Brooklyn Teen Challenge, and local communities of faith, to recruit families who are struggling financially and students with special needs. In addition, CSD13 is home to the Auburn Family Residence, a large family shelter that we have contacted; we are eager to support these homeless children and their families. While Prime staff will build relationships with CSD13 teachers, administrators, and guidance counselors who serve 5th grade populations, we will actively canvass for students at community events, local places of worship, and public housing complexes. We will track our progress in recruiting students in each sub-category and adjust our strategies if we are not meeting our targets. All of our promotional materials note that we are specifically interested in enrolling families with children with special needs.

Free and Reduced Lunch: We have analyzed the data on CSD13 elementary schools with high percentages of students eligible for Free and Reduced Price Lunch, and as a result we will reach out specifically to PS 133 (100%), PS 43 (96%), PS 94 (94%), and PS 56 (91%). By actively recruiting students from these schools, we hope to meet or exceed the New York State's enrollment target of 87.4%. Prime has met with CSD13 Superintendent Barbara Freeman in order to collaboratively determine the best way to build relationships with the principals and guidance counselors of these schools and will continue to engage in direct outreach to parents and local community groups.

Students with Disabilities: We have completed the same data analysis for special education students, and will reach out specifically to PS 307 (29%), PS 270 (21%), and PS 54 (19%). We will work with the Brooklyn CSE to evaluate any students who may have disabilities, and ensure that we meet our enrollment target of 13.6%. As stated above, we are working with district administration to determine a strategy to forge relationships with the schools mentioned above and will actively recruit families with students with IEPs.

⁵ See Raywid, M. A. (1998). Small schools: A reform that works. *Educational Leadership*, 55, 34-39.

Students with Limited English Proficiency/English Language Learners: While CSD13 does not have a relatively high level of English Language Learners, we will translate and distribute our informational fliers in multiple languages and reach out to the above social service organizations to see if there are recently immigrated families who are interested in attending Prime. Additionally, we will also seek out community organizations that specifically serve families where English is not the language spoken at home so that Prime can meet its enrollment target of 2.8%.

Retention of Students with Disabilities: The three different learning environments in our model (see above), as well as our Special Education licensed teaching staff ensures that we will serve and retain students with disabilities. Additionally, we will have several teachers who are certified in various RtI methods, such as Wilson Reading, and all Prime teachers will be trained in RtI strategies. We have built-in structures so that families can preview Teaching Practice and work with the Principal to select a practice with an expertise in supporting students with particular disabilities. Our Personal Development coaches will be particularly attractive to students who have suffered from trauma or who need to process complex and challenging emotions in safe and healthy ways. We believe that Prime's personalized learning strategies will contribute to retaining our students with disabilities.

Retention of English Language Learners: Our model will work well to retain English Language Learners (ELL) who need customized support to ensure that they develop their first language while learning to speak, read, write, and listen in English at and above grade level. We believe in English as a Second Language (ESL) model and will capitalize on our teachers with ESL expertise to help all teachers address the needs of and contribute to the retention of our ELL students

Retention of Students Eligible for Free and Reduced Lunch: Research shows that income level is highly associated with academic performance⁶, and that students living in poverty often experience high levels of anxiety. Our school's design, with its daily community meeting, close teacher-student relationships, PLPs, culturally relevant pedagogy, and Prime Journeys Teams all help to ensure that students are held to high expectations while given scaffolds they need to address the stress caused by persistent poverty. Our close relationship with both local district and charter elementary schools, especially their guidance counselors, will ensure that the students who will benefit the most from an education at Prime have the opportunity to apply.

Our model recognizes and honors student differences among all students, and our use of PLPs to monitor and support progress, alongside the range of individualization in classrooms, will attract diverse learners and students who may have previously struggled. We believe that this will allow us to recruit, serve and retain at least our target numbers of free and reduced lunch, special education students, and ELLs. For both students with disabilities and ELLs, as well as students generally, our Board will monitor and assess our recruitment and retention rates based on the targets set by the State as well as our own goals. If we are not meeting targets or goals the board will request implementation of action plans from staff, and if necessary, move to amend the charter to create admissions preferences for ELLs and/or for students with disabilities.

⁶ Reardon, S. F. (2013). The widening income achievement gap. *Educational Leadership*, 70(8), 10-16.

D. Community to be Served

The desire to open Prime stems largely from community need. One of our founders is a CSD13 parent whose child attends P.S. 11 and is an active member of a larger community that includes parents from P.S. 9, P.S. 20, P.S. 56, Brooklyn Prospect Charter School, Achievement First Endeavor Charter School, and Compass Charter School. In the months prior to submitting this application, the founders of Prime convened families and local residents of District 13, formally and informally, to discuss this need and heard clearly that families feel that there is a deficit of options in the district beyond 5th grade. In particular, parents told us that they were interested in middle schools that would leverage the wealth of community resources to help motivate their children toward career goals, as well as schools that would tell parents exactly where their children needed support, where they were thriving, and what they needed to do to make sure their children were ready for high school and beyond.

Prime's target population should roughly mirror the demographics of CSD13 (18% Asian, 52% Black, 16% Hispanic, 11% White), but with a specific goal to reach our enrollment targets for underserved students. We believe that public schools represent a sacred charge to provide an engine for social mobility for all students. We have chosen CSD13 because it is an area with a wealth of cultural resources that nonetheless struggles with sharp disparities in academic achievement across schools and neighborhoods. CSD13 serves over 22,500 public school students in grades pre-k through 12; we have chosen to start a rigorous, high-performing middle school to address persistent middle school achievement gaps in the district. In the most recent NYCDOE School Quality Reports, within CSD13 K-8 and middle schools, nearly 70% were either not meeting or approaching School Progress or Student Achievement targets, and 76% were either not meeting or approaching School Environment targets. High-quality options within CSD13, including P.S. 8, Arts & Letters, Community Roots Charter School and Brooklyn Prospect Charter School, all enroll students from their elementary schools, leaving few available seats for rising 6th graders.

Our team has worked hard within the community to understand needs and build trust and rapport, with several of our planning team members being involved as residents, business owners and parents in CSD 13. Based on our initial conversations in the community, with families, schools, and community based organizations, we believe that there is strong demand for a quality middle school option with our program elements and that we will attract and retain general and special populations to meet our enrollment targets and provide them with the quality of education they deserve.

E. Public Outreach

During our outreach phase, community members have clearly stated that a lack of quality middle school options in CSD13 is a concern for their families. Parents and school administrators from P.S. 9, P.S. 11, P.S. 20, and Compass in particular have expressed that Prime's model feels like a natural extension of their rigorous and loving learning environments. In conversation, local legislators have voiced similar concerns about the CSD13 middle school "crisis".

Community Outreach: Prime held its first community meeting in January, speaking directly with several families and community members about plans to open the school. During this meeting we

heard that the community would welcome a middle school charter option, but had reservations about a co-location. Parents want a school where they can have a clear picture of where their child is, what he or she still needs to learn, and what the teacher's aspirations are for the child. Parents also expressed that they wanted to be authentically involved in their child's school and have real decision-making power.

Also in January, Prime founders attended P.S. 11's Readathon Celebration, Compass Charter School's Book Fair, and Congressman Hakeem Jeffries' State of the District Address, where they discussed Prime and collected signatures of support from interested families. We also talked directly with NY State Assemblyman Walter Mosely, himself a P.S. 11 parent, who acknowledged a middle school crisis in District 13 and expressed interest in our model.

On February 27, we held our second public Community Meeting at Bija, a local preschool, publicized through our growing Facebook page, our website, and through informal community leaders. The following day we met with P.S. 11's Assistant Principal Abidemi Hope to discuss our curricular and personal development plans for Prime students. We also attended several events in February, including: P.S. 11's Saturday Academy, Brooklyn Museum's First Saturday, and Councilwoman Laurie Cumbo's State of the 35th District Address, at which we met with around 30 families, including the presidents of the parent associations for both P.S. 11 and P.S. 9, to discuss our plans to open Prime.

District Leadership Outreach: We have also engaged CSD13 leadership directly in an attempt both to learn more about the needs of students in the district, and to forge a strong partnership between our school and the district in the event that Prime is approved. In early March, Prime founders met with CSD 13 Superintendent Barbara Freeman, who shared concerns about a shortage of available seats for rising sixth graders within the district and gave us her blessing to speak directly with local school administrators and guidance counselors if we are approved to open in the fall of 2016. On March 9, Prime founders attended the Fort Greene Association's General Public Meeting for Parents of Young Children at Lafayette Avenue Presbyterian Church to discuss Prime and school options in District 13 in general.

Public Notice: Also in early February, we distributed a press release to The Brooklyn Reader and The New York Times' The Local blog. In March, we distributed a Public Notice to The Brooklyn Reader, The New York Times' The Local blog, and Fort Greene Focus announcing our April public meeting, where we will continue our community outreach. Prime established a Facebook community page which has garnered over 200 "Likes." One parent, a life-long resident of Brooklyn and a parent of a 1st and 4th grader at P.S. 11, shared the page with his 1000+ friend network stating, "Under serious consideration for my son, Jayden's Middle School..."

Response to Community Input: To date, we have spoken with and collected signatures of support and interest from at least 100 families with children currently in CSD13 elementary schools, reached out to elected officials, held two public meetings in the community (with an additional meeting scheduled for April 18 publicized with a Public Notice). During our Community Meetings, parents emphasized that they want a school with highly qualified, committed teachers,

and where parents play a key role. We will incorporate this and similar feedback through specific structures for parents to learn about their children's academic progress, contribute their own expertise to our Prime Studio teams, and participate in the selection of their child's Teaching Practice. In addition, we have taken into account parents' desire to get frequent feedback on their children's progress. Our small Teaching Practices, in which each teacher is only responsible for knowing and assessing around 36 students over the course of the day, versus the more typical 120 in middle school, will enable teachers to know their students' communication and reasoning skills at a very deep level. This will enhance parent communication at an age when students begin to seek independence from their parents while still requiring their support, encouragement, and understanding.

Space: While we are aware of the process to apply for public space, we are in active and frequent discussions with real estate brokers who specialize in CSD13 locations to secure private space, in part because we have been in communication with both district schools and families who have told us their concerns around a co-location.

Ongoing Process of Engagement: Going forward, we plan to hold parent focus groups every 4-6 weeks in order to update parents on our progress and get suggestions for how to modify or enhance our approach. In addition, we plan to distribute a comprehensive community survey this summer to collect data and input about particular family needs and preferences around potential school facilities, curricula, and other needs. Members of Prime's Advisory Board, which includes CSD13 parents, will participate in teacher interviews and on a hiring committee as we welcome new staff members.

F. Programmatic and Fiscal Impact

Programmatic Impact: There are currently no district, charter, or private schools using the Prime model of flexible Teaching Practices that can grow over time, enabling parents to become an integral part of teacher selection through a unique student matriculation process. Additionally, we believe that our focus on high expectations and professionalized teaching combined with our emphasis on developing experiential expertise through real-world learning is unique to the CSD13 middle school landscape. We do not foresee any adverse impact on any local charter, district, or private schools.

We also intend to partner with local charter and district schools to share our lessons. We have met with staff from P.S. 11, P.S. 9, and Compass Charter School, and we have spoken with the leaders of Unity Prep Charter School and Brooklyn Prospect Charter School in order to forge strong relationships. In addition, we have reached out to the principals of P.S. 9, 11, 20, and 56 in order to ensure that we are forming close relationships with district schools as early as possible.

There is clearly a need and a desire for additional high-quality options within CSD13. In the 2014-15 school year, CSD13 had 2,543 applicants for 1,096 charter seats, which means that more than half of all applicants were not admitted due to a lack of available seats. Our hope is that Prime can help close this gap so that more families are able to send their children to their first choice school, by offering seats and by partnering with district and charter middle schools within the district to strengthen the entire cohort through a professional learning community.

Fiscal Impact: For the 2014-15 school year, the NYCDOE’s total operating budget is \$20.6 billion. Our first year operating budget is approximately \$2.47 million, representing 0.012% of the total DOE budget. Prime will thus have a minimal impact on the NYCDOE’s budget and those of private schools, with whom we are not competing for students.

	Year 1	Year 2	Year 3	Year 4	Year 5
Prime Expenditures	\$2,344,855	\$3,679,472	\$5,694,672	5,847,137	6,067,061
NYCDOE Expenditures	\$20.6 billion				
Prime % of Total Budget	.01%	.02%	.03%	.03%	.03%

II. EDUCATIONAL PLAN

A. Achievement Goals

At Prime, we will make all decisions based on clear evidence of what will have the greatest impact on student learning. While the measurement of learning is never a perfect science, we believe that setting ambitious SMART (specific, measurable, action-oriented, realistic, and time-bound) goals is a critical way for every member of the community to take responsibility for ensuring that all students graduate from Prime ready for success in high school and beyond. These goals also help to ensure that teachers, school leadership, and the Board of Trustees understand where we can improve so that we can quickly adjust our resources and approaches to achieve the highest possible level of academic achievement.

Goal 1: Prime Public Charter School students will demonstrate knowledge of English language arts, mathematics, social studies, and science at or above grade level standards, as indicated by the Common Core Learning Standards.

Metric 1: The Median Adjusted Growth Percentile for Prime students will be at least 70% in English and 80% in Mathematics.⁷

Metric 2: The percentage of Prime’s students scoring at a Level 3 or higher on NYS exams in ELA and math will be at least 10% higher than the district average for middle schools, and we will strive to exceed that goal.

Metric 3: Prime will meet or exceed targets for student achievement as set out by the NYCDOE School Quality Guide.

Metric 4: 100% of students will show growth in English and math through the Northwest Evaluation Association Measures of Academic Progress or Brigance Assessment of Basic Skills.

Goal 2: Prime Public Charter School will make Adequate Yearly Progress.

Metric 1: Under New York State’s NCLB accountability plan, Prime will be designated as in “Good Standing.”

⁷ As compared to 63.4% for ELA, citywide, and 61.3% for math, citywide.

Metric 2: The school’s Performance Index will meet the Annual Measurable Objectives set by the state in English language arts and mathematics for all groups.

Goal 3: Prime students will be healthy, happy, helpful, and honorable citizens who are committed to their education and to learning about the world around them.

Metric 1: All students will complete and present a yearly personal development portfolio that captures their growth and strongest work in categories of “meets” or “exceeds” across all subject areas.

Metric 2: Average daily attendance will be 95% or higher as recorded by the NYC DOE’s data system, Automate the Schools (ATS).

Metric 3: Student year-to-year retention rate will be 93% or higher as recorded by ATS (excluding students who leave Prime due to travel hardships caused by moving.)

Goal 4: All Prime students will participate in a study of a creative or career-driven expertise in an area of their choice, resulting in students being able to demonstrate learning, insights, and skills related to their Prime Studio work.

Metric 1: All students will identify at least two mentors in the surrounding community during their academic career at Prime.

Metric 2: All students will successfully complete an apprenticeship for at least eight months per year during their academic career at Prime.

Success requires an exhibition of student work that meets “proficiency” standards, a reflection about the process of making this work, and a signed letter of recommendation from the mentor

B. School Schedule and Calendar

Schedule and Calendar Basics: For a full calendar and several examples of student and Teacher Practice schedules, please see *Attachment 3a*. Below we offer an overall description of how we hope to extend the school day and year while making both more flexible, personalized, and varied. Research shows that summer learning loss is a critical obstacle to student success.⁸ Teachers and students at Prime are in school for 190 days per year. We follow the New York City Department of Education calendar (NYC DOE) but our school year extends into July. This longer school year provides students with more time to master both rigorous Common Core State Standards as well as particular interest areas to address the needs of the whole child. Within those 190 days, teachers participate in the equivalent of ten full days of professional development. In addition, teachers participate in four weeks of professional development each summer, for a total of six weeks of professional development each year. Prime will be open Monday to Friday (along with some Saturdays) from roughly 8:15 a.m. to 6:30 p.m. to accommodate the schedules of different Teaching Practices and to provide a community resource for parents who want their students to have a safe and respectful environment after most middle schools are closed for the day. As mentioned above, students at Prime are matched to one of three practices, and each practice has a somewhat different schedule to account for the particular needs of students and staff.

⁸ See Cooper, H. M. (2003). *Summer learning loss: The problem and some solutions*. ERIC Clearinghouse on Elementary and Early Childhood Education.

Each Teaching Practice also has one teacher who is certified in special education. We also have a special education teacher whose sole role is to provide students with IEPs with the instruction that is required according to that IEP. We also have one teacher who oversees our Foreign Language Lab and can additionally support any students who may be English Language Learners. Our Teacher Practice model, in which students know a smaller group of students whom they teach together, enables easy communication around particular student needs and thus will allow us to pull out small groups, tutor one-on-one, or otherwise support students who may need additional support throughout the day.

The typical schedules for students in each Teaching Practice will vary as follows (these are general time periods to offer a sense of how Practices might vary different times in each environment while ensuring that we meet all mandatory requirements for core subject areas and physical education):

Schedule 1: 8:15 to 5:20

- **Prime Core Subjects:**
4.5 hours per day
- **Physical Education:**
30 minutes per day
- **Prime Studio:**
1.5 hours per day
- **Prime Journeyss:**
45 minutes per day
- **Independent Work:**
35 minutes per day

Schedule 2: 8:30 to 5:50

- **Prime Core Subjects:**
5 hours per day
- **Physical Education:**
30 minutes per day
- **Prime Studio:**
55 minutes per day
- **Prime Journeyss:**
50 minutes per day
- **Independent Work:**
35 minutes per day

Schedule 3: 9:30 to 6:30

- **Prime Core Subjects:**
4.5 hours per day
- **Physical Education:**
30 minutes per day
- **Prime Studio:**
1.5 hours per day
- **Prime Journeyss:**
40 minutes per day

In addition to the above, our whole community meets together for a “gratitude of attitude” session where we communicate about our community’s common values, share community announcements, and engage in silent meditation and focused breathing or physical activity three times per week, from 9:30 to 10:00 a.m. On the other two days of the week, students engage in a current events-driven activity around a local, state, national, or international issue that will help students develop a sense of local and global citizenship.

Teacher Time: On average, teachers within each Core Teaching Practice teach for approximately three hours per day, co-teach for 90 minutes, plan for 90 minutes, and push-in to Prime Studio and Prime Journeyss teams for 90 minutes. They also have a weekly one or two-hour professional development workshop and thrice-weekly whole-community meetings. Teachers work in teams that flexibly manage their instructional time to meet the needs of every student. Teachers will have the autonomy to adjust schedules and configurations within their Practice based on insights into student need gained through the analysis of student learning and social emotional data.

C. Curriculum & Instruction

Our academic program is grounded in the belief that the role of a teacher is not simply to 'deliver' instruction based on an off-the-shelf curriculum. Rather, a teacher must establish a rich relationship between him or herself, each student, and the content the student is learning. In order to ensure that this relationship is at the center of everything we do at Prime, teachers

develop their own curricula, utilizing a bevy of existing resources, and supported by peers and the Principal. The Principal is responsible for coaching teachers in the development of the curricular framework, and supports its ongoing growth and implementation. They will work over the summer, prior to the school year (see *Professional Development*) to develop thematic units of study based on Common Core Learning Standards and existing curriculum. Teachers will use the Understanding By Design philosophy and template to create units and develop assessments that provide multiple opportunities for students to show mastery over standards-based Learning Outcomes. The Principal and teachers will use the Collaborative Inquiry Process (see *Professional Development*) monitor the success of Learning Outcomes and interim assessment data to make necessary curricular changes.

Our guiding philosophy is that, as highly trained and experienced professionals, our teachers, with support and hands-on Principal coaching, must choose the instructional techniques that best meet the needs of the students in their Practice. These needs will change as students develop intellectually and socially, and they vary based on the subject being taught and the specific content being learned. In order to support our teachers to be successful in tailoring instructional methods, we have identified a set of instructional frameworks that have been shown to be effective with diverse student populations and that align with our educational vision. These frameworks are described below. Teachers will have access to guiding materials and training in each, and they will work with the Principal to identify the best framework for the content and group of students.

All of the above is supported by the Principal, who serves as the instructional leader or “Principal Teacher” at Prime. Our Principal will spend most of his or her time observing classrooms, providing feedback to teachers (including specifically working with them in developing and reviewing curricular resources), analyzing evidence of student learning across Practices, and developing a set of supports that allows Practices to share what works across the school and gain access to outside expertise when necessary. The Principal will also coach teachers in the development of research-based and data-driven curriculum and teaching strategies that ensure that we identify each student’s needs. At Prime, in order to ensure high levels of rigor and appropriate progress, we use the Response to Intervention (RtI) model to identify at-risk students and provide them with targeted support. We follow the RtI model of a multi-tiered approach: we administer baseline and diagnostic assessments to all students before the first day of school, in order to best place them in Teaching Practices that will support their needs (see *Assessment*, below). Students requiring qualifying for Tier II RtI supports in English or mathematics will receive them in a small group pull-out model, while students requiring Tier III support will receive services in a one-on-one pull out setting with a certified RtI teacher. Student progress is monitored closely in order to assess the learning rate and level of performance of each RtI student, and Prime teachers make decisions about the frequency and duration of interventions, based on individual student progress. Below we show the frameworks that we will use in each core subject area, including RtI strategies for math and English Language Arts:

English Language Arts (ELA): For the study of English, teachers will follow the EngageNY curriculum modules for middle school, as written by teachers and published through Expeditionary Learning. The Expeditionary Learning modules will be at the heart of the teaching

of English Language Arts, and Prime will ensure that all students participate in all modules of study, over the course of three years. The Expeditionary Learning modules offer a Common Core-aligned balance of nonfiction and fiction and multiple styles of writing under various conditions that address the Common Core instructional shifts. While each Teaching Practice will have its own unique “take” on how these modules are implemented, using this curriculum ensures that instruction is aligned to college- and career-ready standards. For example, Teaching Practices may opt to extend the time spent on specific lessons or units, create lesson-specific scaffolds to support student learning, or develop lesson or unit-specific extensions that further enrich student learning. Additionally, teachers will have the opportunity to teach students the Expeditionary Learning modules in flexible numbers, based on student need; some students will best benefit from reading closely with a teacher guiding them, while others will benefit from having their writing edited collectively, by peers, in a large group.

ELA Instructional Methods:

- **Discovery-Based Lessons:** Teaching Practices begin these types of lessons with a provocative question, problem or experience. Students then take ownership of learning and are encouraged make sense of the issue at hand, thus building key skills, vocabulary, and conceptual understandings.
- **Protocol-Based Lessons:** Teaching Practices use multi-step protocols as a portion of a lesson or as the entire lesson. These protocols, such as critique sessions and Socratic seminar, are formats for discussion that increase the quality of classroom discourse.
- **The Workshop Model:** Teaching Practices use the workshop model to introduce and directly teach necessary skills, concepts, and strategies that help students master specific Common Core Learning Standards.
- **Other formats such as labs, work sessions, book clubs, interactive video sessions, asynchronous learning opportunities, or lecture:** Teaching Practices will choose specific instructional methods depending on whether they are facilitating students in applying knowledge and skills to tasks or if content knowledge is the focus of the lesson.
- **Flexible Student-to-Teacher Ratios:** Teaching Practices are configured to allow for students and teachers to work in groupings that best meet the needs of the learners.

ELA Instructional Materials:

- **Engage NY/Expeditionary Learning:** This is a curriculum written for teachers by teachers that is centered around books (as opposed to excerpted literature) and the Common Core shifts. The Expeditionary Learning curriculum focuses on effective literacy instruction through the use of informational and literary texts while embedding opportunities for students to use evidence, such as doing research for a real and relevant purpose. The Expeditionary Learning curriculum is an ideal fit for Prime’s core value, as its performance tasks ask students write, critique their peers’ writing, and share their final writing with a real audience
- **Hochman Writing:** The Hochman Writing Method is a series of structured, sequential, evidence-based instructional strategies which, coupled with professional development, builds teachers’ capacity to deliver comprehensive writing instruction through a series of highly effective writing strategies that can be embedded into every subject area. The Hochman

Method of Writing has been proven to increase students' writing abilities resulting in higher test scores in English Language Arts.⁹

- ELA RtI Supports:
 - *Just Words*: Just Words is based on the research-validated Wilson Reading System that is a multi-sensory decoding and spelling program that best address students who have word-level deficits. Exposure to the Just Words sequence assists students in making significant notable gains with phonetically regular reading and spelling skills and is especially helpful for students who are multiple years behind their peers in reading.
 - *Phonics Blitz and Phonics Boost*: Blitz and Boost are two methods for rapidly accelerating students' reading abilities. Prime will use this option to help students learn to read in lieu of the Just Words program, depending on internal baseline results.

Mathematics: For the study of math, students will study the Common Core Learning Standards as structured by the Connected Mathematics 3 textbook series. This textbook series will be the heart of our mathematical exploration because of the inquiry-based approach that provides a flexible approach to help students develop deep, rich understandings of the content and mathematical practices. The curriculum also provides lessons that make the most of the Common Core instructional shifts. Our Teaching Practices will anchor their work with students in these units but will supplement the curriculum with a number of outside resources.

Teachers will be encouraged to implement the EngageNY modules alongside their exploration of the topics as well as other materials that may be Common Core aligned and matched with our assessment style. We intend to employ regular formative assessment through our units to help our Teaching Practices align their targeted intervention and scaffolded support, and we intend to use a number of assessment resources from the Shell Center for this work. Connected Mathematics also provide a number of large scale projects that align with the mathematics, and ask students to demonstrate grade-appropriate writing skills as well as mathematical content knowledge, but we can additionally support our students' ability to have success with these non-routine problems with additional problems and mentoring from the Math Forum at Drexel University. During the unit students will experience a variety of instructional methods including group work, classroom discussion, problem based learning, blended learning, and independent work. Additionally, for 8th grade students who are ready for high school math, Prime will offer them a full year of coursework in 9th grade Integrated Algebra that culminates in the Integrated Algebra Regents.

Math Instructional Methods:

- **Problem-Based Learning:** Teaching Practices will begin most lessons by working on a single problem or question that requires students to think about a deep mathematical topic. These problems have multiple entry points so they can be approached by students with a variety of different learning styles. Through exploring these problems regularly students gain confidence and resilience.
- **Group or Partner Work:** It is important that students are comfortable talking about their reasoning in math, and building off of their understandings, so group or partner work will be

⁹ See Tyre, P. (2012). The Writing Revolution. *The Atlantic Monthly*, 310(3), 96-101.

an important part of our math classes. Students will be given group work tasks, as provided by the curriculum or teacher-made tasks which are informed by Strength in Numbers by Ilana Horn.

- Classroom Discussion: Students will frequently get an opportunity to share and discuss mathematics with the whole class, or in smaller groups, as moderated by a teacher. The Socratic method of this style of teaching is to help students understand the kind of academic discourse that is valued in school, and in college.
- Other formats such as station rotation, individual work sessions, interactive video sessions, asynchronous blended learning opportunities, or project work: Teaching Practices will choose specific instructional methods depending on whether the focus of the lesson is facilitating students in applying knowledge and skills to tasks, demonstrating the mathematical practices, or mastering content knowledge.
- Flexible Student-to-Teacher Ratios: Teaching Practices are configured to allow for students and teachers to work in groupings that best meet the needs of the learners.

Math Instructional Materials:

- Connected Mathematics 3: The Connected Mathematics (CMP3) curriculum focuses on students learning the significant mathematical content, while demonstrating the mathematical practices, using engaging lessons. The recommended teaching methods have been proven by research to be successful, and have a long track record of success when used with teachers who have the appropriate professional development.
- EngageNY: The EngageNY Story of Ratios will inform the way we will structure and implement our Connected Mathematics materials. The bank of EngageNY modules will be used by the Teacher Practices to supplement their lessons and provide well-structured and aligned problems through which the teachers can provide enrichment and additional support for individual students and selected small groups.
- Online Adaptive Learning: We plan to provide our students with individualized mathematics instruction for enrichment using programs that provide adaptive learning such as Dream Box, or Aleks. The goals for these programs are to develop in students a habit of independent learning, exploration, and skill building while gaining facility with computers.
- Shell Center Assessments: The math assessments at Shell Center are well-documented tasks, lessons, and multi-day mini-projects that are designed to give information about what content student know, and what kinds of mathematical practices they can demonstrate. Prime's Teaching Practices can use these assessments to inform student grouping, interventions, and curricular decisions.
- Math Forum Problems: The Math Forum will provide an ever-expanding resource of interesting and challenging problems that are appropriate for students at any grade level. The service will provide online mentoring for students who are high-achievers in math from Drexel University professionals.
- Math Rtl Supports:
 - Do The Math Now! This intervention program reinforces foundational concepts that are critical for algebra and high order math and specifically gives students extensive practice with in order to build fluency with basic number and operation skills.

- ALEKS and DreamBox will be used to support students requiring Tier II RtI support as both programs can adapt to support students in a small group setting.

Social Studies: Prime will follow the New York City Department of Education (NYC DOE) social studies scope and sequence and use that as the roadmap for curriculum, until full units and lessons become available in 2015. The current scope and sequence follows ten unifying themes which are used as lenses through which students explore a coherent sequence of historical events, ranging from “individual development and cultural identity” to “global connections and exchange.” The NYC DOE scope and sequence focuses on a yearlong study of the ancient Eastern Hemisphere in sixth grade and a two-year study of the United States, with an emphasis on New York History, in seventh and eighth grades. As a supplement, Prime will use unit and lesson plans from Facing History and Ourselves and History Alive! which correspond to the NYC DOE’s roadmap. Throughout students’ social studies experiences, Teaching Practices will embed Common Core aligned-shifts, ensuring that students continue to develop habits that reinforce learning, such as close readings and argument writing.

Social Studies Instructional Methods:

- Experiential Exercises: Teaching Practices can choose to incorporate experiential exercises that draw on intrapersonal and body-kinesthetic intelligence and allows students to feel the drama of history
- Writing for Understanding: Teaching Practices build students’ writing skills and stamina by crafting historical experiences; these experiences become springboards for writing about history.
- Skill Builder Exercises: Teaching Practices may group students into pairs or small groups to work collaboratively to complete fast-paced, skill-oriented tasks and then receive immediate feedback from teachers.
- Small group work: Teaching Practices can choose to group students to work on collective responses or to problem solve around a specific task. This promotes the use of interpersonal skills and has student practices their critical thinking skills.

Social Studies Instructional Materials:

- Facing History and Ourselves: The Facing History program integrates high-interest content and rigorous inquiry that is guided by insights and questions from teachers and students. Through Facing History, history and literature are combined with opportunities for ethical decision-making, the promotion of respect for the rights of others whose views differ, and an awareness of the danger of discrimination. At the heart of the curriculum students explore the complexities of world history to help them better comprehend the range of human behavior; this enables students to reflect on the choices they confront today and consider how they can make a difference in their world.
- History Alive!: History Alive! is a comprehensive social studies curriculum that is aligned to the Common Core Learning Standard and incorporates various learning activities that appeal to different modes of learning. History Alive! offers lessons in print as well as asynchronous learning opportunities that are modified to meet the needs of various learners.

- **Hochman Writing:** Using the Hochman Method of Writing, students in social studies frequently engage in written responses to texts, such as summaries and notes, and answering questions about texts in writing. This constant emphasis on writing and thinking allows students to improve in their abilities to turn words into meaningful sentences and coherent pieces of writing.

Science: For the study of science, Teaching Practices will follow the Next Generations Science Standards (NGSS) as a roadmap for student performance. As the NGSS emphasizes a deeper understanding and application of content, Teaching Practices will use units and lessons developed by Project-Based Inquiry Science and JASON Learning that match NGSS' Disciplinary Core Ideas relating to life, earth/space, and physical sciences, in order to give students experiences that mirror those of scientists.

Prime will implement the National Geographic Jason Curricula to foster a deeper understanding of science concepts through exploration, project based learning and to meet the educational needs of a diverse student population. The Jason curricula utilize real scientific problems, faced by real scientists, and challenges students to demonstrate mastery of content in many different formats. This curriculum also contains interactive web based learning activities as well as in class hands on lab activities. The entire curriculum is scaffolded so that it can support Prime's goal of having students demonstrate mastery at or above grade level as indicated by the NYS Intermediate Level Science Core Curriculum and the Next Generation Science Standards. Additionally, in 8th grade, Prime will offer students a full year of coursework and labs in Living Environment that will culminate in the Living Environment Regents.

Science Instructional Methods:

- **Project-Based Learning:** Students work to answer a 'big question' or 'big challenge' through high-interest, relevant, and sequenced learning experiences that provide hands on opportunities for students to develop long-term scientific understandings while building their problem-solving and critical thinking skills.
- **Active Learning:** In Prime's science classes, students are asked to think and act like scientists. While developing a knowledge base, students have the opportunity to design investigations that generate data, are asked to evaluate the authenticity of their data, interpret the data to make claims and justify the claims they make. They are participating in opportunities that require them to observe like scientists and develop explanations. Through active learning, students practice collaborating and communicating, while learning through exploration and discovery.
- **Engineering Design Model:** Teaching Practices focus on providing students with rich opportunities to innovate, improve, and problem solve. Teaching Practices guide students through research, brainstorming, prototyping, testing, data analysis, and documentation. Students have the opportunity to troubleshoot, revise their designs, and retest while thinking creatively and analytically.

Science Instructional Materials:

- Next Generation Science Standards (NGSS): NGSS is a set of standards that help middle school students develop deep understanding of a wide range of topics, such as in Earth and space science, life science, and physical science. These standards build upon science concepts from elementary school while incorporating more advanced content, practices, and themes.
- Project-Based Inquiry Science: This STEM-based curriculum provided hands-on learning experiences for students through inquiry activities that are embedded throughout each unit. Project-based Inquiry Science is fully aligned to NGSS's Disciplinary Core Ideas and incorporates the latest research on how students learn.

Personal Development Curriculum (Prime Journeys): Prime's Personal Development curriculum, used in Prime Journeys, creates a safe time and space for our adolescent students to learn essential skills that help them better understand, cope with, navigate, and ultimately help them feel more secure and comfortable about the world in which they live. We plan to use the Engaging Schools curriculum and services (www.engagingschools.org) as well as training from Big Picture Learning to help advise us on the design, implementation, and evaluation of our Prime Journeys curriculum.

Schools who have used the Engaging Schools curriculum have reported improved attendance, course completion rates, and lower rates of disciplinary referrals and detentions. We plan to send all of our teachers and other relevant staff to The Engaging Schools Institute, a four-day workshop that will give staff time to familiarize themselves with and practice particular strategies. Once trained, Prime Journeys coaches will guide students in strategies for self-awareness, self-management, relationship skills and responsible decision-making. Students participate in exercises that foster empathy, provide skills for conflict resolution and peer mediation, and develop respect for diversity and divergent points of view.

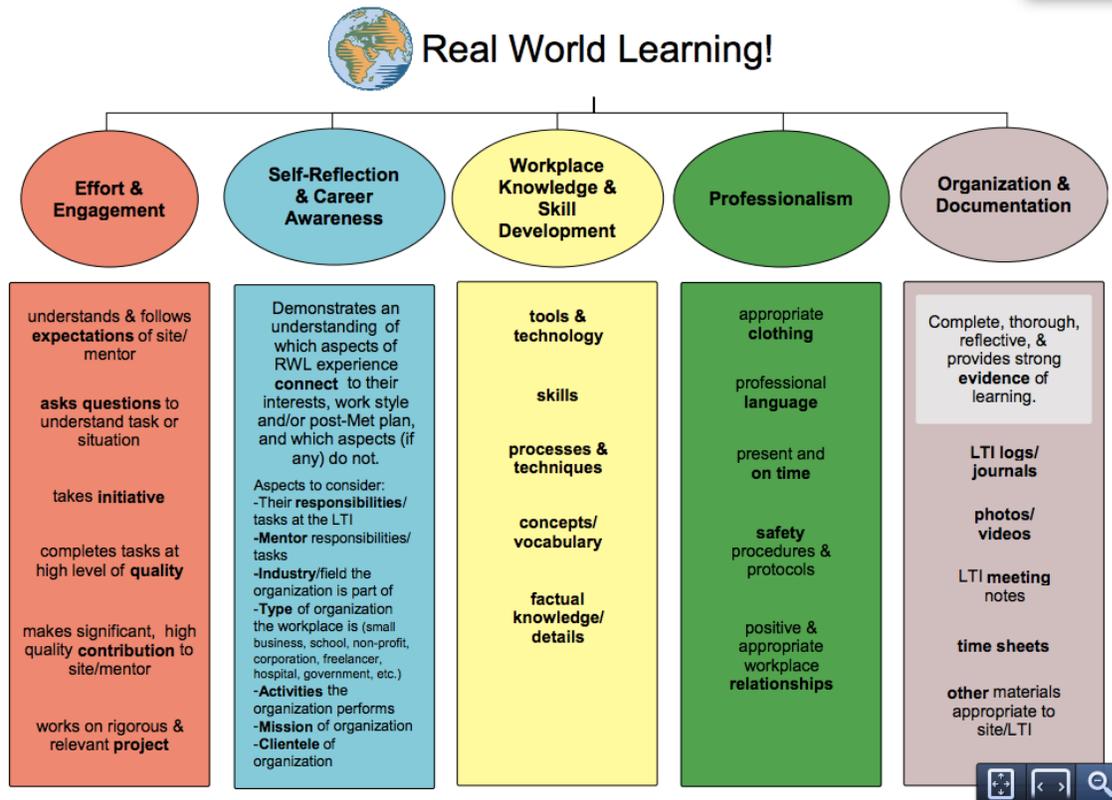
Within Prime Journeys, students are carefully matched to trained coaches. Some groups may be gender-specific, age specific, and there may be a group for students who are questioning and exploring their sexuality and identity. However students are matched, they work in small groups of 12-16 students with an adult who acts as a coach and builds deep relationships with his or her cohort of students. These coaches are the advocates and caretakers of their specific groups of students, and also teach and lead the Prime's community in social emotional learning. Below is the outline, from Big Picture Learning (BPL), of the ways that we will categorize and analyze students' personal development over time. Prime will partner with BPL to provide school-wide coaching around personal development and habits of mind. BPL will also provide advice and guidance in the development and implementation, as well as measuring the efficacy of the Prime Journeys curriculum.

Personal Development Areas	
Area 1: Positive Self-Concept and Growth Mindset	
Area 2: Realistic Self-Appraisal of Strengths and Growth Areas	
Area 3: Navigating Systems and Self-Advocacy	
Area 4: Preference for and Skill at Achieving Long-Term Goals	
Area 5: Availability of and Support from Adult Mentors	
Area 6: High Quality Leadership Experience	
Area 7: Community Involvement	
Developmental Level and Related Questions	
Needs Support	<ul style="list-style-type: none"> • What supports are needed? • What obstacles were encountered? • How could this move forward? • Who could support growth?
Developing	<ul style="list-style-type: none"> • How has this changed? • What helped the development? • What would strong evidence look like?
Strong Evidence of Skills	<ul style="list-style-type: none"> • What contributed to the evidence? • How can this growth be shared with other students? • What would push this into exemplary?
Exemplary Evidence	<ul style="list-style-type: none"> • How is this going to be shared with other students? • How can this be maintained? • What are further growth possibilities?

Prime Studio Curricula: Prime Studio provides an environment in which students will be able to choose a professional pathway to explore, under the close guidance of experts in the field. Like the Teaching Practices matching process, students complete surveys and self-reflections to help staff understand their interests. Some possible Prime Studio choices may be: arts, engineering/design, finance, foreign language, and sports. The Prime Studio Team matches students with community mentors who are able to provide real-world learning experiences and mentoring. Students follow a three-year sequence of study:

- 6th Grade: Students research various facets of their interest; participate in guest workshops; explore real world applications; propose and start work on a Prime Studio Exhibition
- 7th Grade: Students work on the completion of their Prime Studio Exhibition; connect with an adult in the community who will become their intern mentor
- 8th Grade: Students participate in offsite learning, with support from a dedicated staff member at Prime; develop a relationship with their Prime Mentor; teach a mini-Prime Studio workshop to 6th and 7th graders

The chart bellows shows some of the ways that we will assess student performance in Prime Studio:



D. Assessment System

Assessment is crucial to understanding and meeting student needs, therefore Prime’s ultimate measure of success as a school are the percentages of students performing at or above grade level on state English Language Arts (ELA) and math exams, we also value multiple measures of assessment. We will use assessments to also measure growth in “fluid intelligence,” such as executive functioning and reasoning skills, because it has been shown schools that can improve these types of skills also see greater gains in cognitive learning.¹⁰

Based on community meeting feedback, parents have told us that they want “frequent access to what my child still needs to learn to be on grade level and what she needs to do to go beyond that.” We have taken that feedback into consideration and have developed a robust assessment system that will help students be aware of where they are in the journey of their learning while extracting data that informs responsive teaching and is accessible and easily understood by parents.

Assessment data is a crucial part of life at Prime, whether you are a teacher, student, or parent. Families have easy access to student progress and assessment results via the Prime Online Learning Management System and are able to remain informed and, when able, will be able to support learning at home. Prime students will use assessment results to help them to articulate their academic strengths and weakness and help drive self-advocacy around their education. The

¹⁰ See <http://newsoffice.mit.edu/2013/even-when-test-scores-go-up-some-cognitive-abilities-dont-1211>

Principal coaches teachers in use multiple types of assessment data to modify existing curriculum, tailor lessons, and group students. Assessment drives teacher professional development- it is the basis for Inquiry, Kid Talk, and is the foundation of our curriculum. Teachers use assessment data to monitor student progress towards Prime's achievement goals. Additionally, the Board of Trustees will use overall student assessment data to evaluate the performance of the school leader, evaluate the effectiveness existing school policies and progress toward Prime goals.

Diagnostic Assessment: Students entering Prime School will participate in an intensive diagnostic process. Students will participate in multiple assessments, such as the Northwest Evaluation Association's (NWEA) Common Core-aligned Measures of Academic Progress (MAP) for math, reading, and language use. Prime has chosen MAP because it is a short, adaptive, online assessment that is easy to administer. The results of MAP are nationally normed, so teachers are able to access rich comparative data while seeing if students are on track for grade level proficiency. Additionally, Prime will administer a learning styles assessment and a personal interests survey.

This data, coupled with information gained through an intake interview process with staff and the Principal, and the student's previous grades and state exam results, Prime develops a holistic portrait of the student, and that student is matched, with input from the family, to a Teaching Practice that will best support that child. For instance, a student who scores at grade level for math but well below grade level for reading may be matched to the Teaching Practice that has one teacher who is an expert in creating challenging math extensions alongside a Wilson-reading trained teacher, who will then use all existing data on the students to build a PLP. Additionally, this student data will allow Prime to be responsive when scheduling students with RtI services.

Interim Assessment: The NWEA MAP assessment will be given to students three times throughout the year. MAP assessments are online, untimed exams that we will administer to ensure both teachers and families have real-time reporting of how their children are performing, relative to state and grade level standards. The rich and valuable data that is captured from the MAP assessment, such as students' performance levels across Common Core Learning Standards as compare to the nation, is analyzed by the Principal and teachers and acts as a road map for their Teaching Practices; it drives the necessary instructional modifications and extensions to curriculum, unit tasks, and lesson plans to ensure that all students are receiving individualized instruction, as per their PLPs, and are making academic progress. Ultimately, the Principal will oversee teachers' responsiveness to student assessment data and will make the necessary changes to Teaching Practices and student load, as needed. At Prime, we believe assessment data is the key to shaping quality teaching, and we anticipate that between pre-made, teacher-made, and MAP assessments, teachers will have a wealth of data that will inform their instruction. However, should a teacher need to gain more information about a specific student's current level on a specific skill, the teacher will consult with the Principal and they will make a decision as to administer a portion of the Brigance Comprehensive Inventory of Basic Skills (CIBS II).

Formative Assessment: Formative assessment is critical to learning at Prime. Since formative assessment is used to improve instruction and provide teacher feedback, is essential that Teaching Practices become experts in this method of assessment. Teaching Practices will use a variety of

formative assessments to check for student learning. Such methods include research-based strategies such as exit slips, student observations, graphic organizers, questioning strategies, and peer and self-assessment. Teaching Practices and professional development around formative assessment helps teachers better check for understanding which in turn helps students self-monitor understanding, which is an essential to student life at Prime¹¹.

Summative Assessment: Prime will use performance-based assessments (PBA) at the end of every unit of study. Teaching Practices will develop rich tasks that showcase learning through a variety of methods that are aligned to Common-Core Learning Standards. Teachers will align their units to Common Core “learning outcomes,” which are skills and content standards that which students have the opportunity to show mastery of these standards in multiple ways.

Every Teaching Practice, with coaching from the Principal, will design performance tasks with clear explanations of the assignment with rubrics and sample exemplars. Teaching Practices will develop appropriate scaffolds and supports to ensure that all students are able to meet or exceed learning outcome expectations. Additionally, students will also participate in and be evaluated on New York State ELA and math exams. When applicable, students will also participate in the New York State Intermediate-Level Science Exam and Regents-level math and science exams.

Additionally, Prime students will be given “teaching tasks” that enable them to teach what they know to other students who have not yet mastered that competency or skill. Finally, students will have the opportunity to demonstrate their learning at Prime Exhibitions, where they present their learning to a panel of teachers, peers, family, and experts. The Exhibitions will be not only be a culmination of a student’s PLP, but also serves as a rich source of student data. Exhibition work will contain various pieces of student work that are aligned to Common Core Learning Outcomes.

These pieces of work demonstrate multiple means of meeting Learning Outcomes through on-demand artifacts and revised tasks, final projects, as well as results from state and MAP assessments, providing a larger representation of what a student has learned over time. This type of summative assessment¹² accommodates a wide range of learning abilities and styles. This real-world presentation of learning helps students see the connection between learning subjects and mimics defense presentations that students will encounter in high school, college, and the workplace. Finally, students who are working with outside organizations in internships will be assessed according to the categories in the following rubric, adapted from Big Picture Learning, which specializes in these types of internships. Below we list what “exceeds” looks like for each of the core Prime Studio standards:

¹¹ Fisher, D., & Frey, N. (2007). *Checking for understanding: Formative assessment techniques for your classroom*. ASCD.

¹² See Darling-Hammond, L., Ancess, J., & Falk, B. (1995). *Authentic assessment in action: Studies of schools and students at work*. Teachers College Press.

Effort and Engagement	Student completely understands and follows expectations of site/mentor; always or with rare exceptions asks questions when they do not understand a task or situation; frequently takes initiative always or with rare exceptions completes tasks at a high level of quality ; makes a significant, high quality contribution to site/mentor
Professionalism	Student always, or with rare exceptions wears appropriate clothing; uses professional language; is present and on time; follows safety procedures & protocols; maintains positive and appropriate workplace relationships
Self-Reflection & Career Awareness	Student demonstrates a strong and sophisticated understanding and awareness of which aspects of their site experience connect to their interests and post-Prime plan (responsibilities, mentor's responsibilities, industry, type of organization, activities, mission, clientele, etc.)
Workplace Knowledge & Skill Development	Student has exceeded the expectations for acquiring workplace knowledge & skills as determined by their team, which may include: tools & technology; processes & techniques; concepts & vocabulary; factual knowledge, details
Organization & Documentation	Student's documentation is complete, thorough, reflective , and provides strong evidence of learning, which may include: time sheet; site logs/journals; photos/videos; site meeting notes; other materials appropriate to site

E. Performance, Promotion, and Graduation Standards

Promotional Standards for the Next Grade Level: In order for students to be promoted to the next grade, they must meet or exceed grade-level learning outcomes, as outlined above, multiple times. Teaching Practices have created Common Core Standards-based learning outcomes for each unit of study, and students must demonstrate mastery in 85% in order to move on the next unit, and overall, demonstrate mastery in at least 85% of 6th grade standards in each class in order to be promoted to the next grade level. Students have an opportunity to show mastery on missed standard through work completed at Saturday School or during school holidays and summer vacation. Additionally, students will have to participate in at least two Prime Showcase presentations of their work over the course of the year. For all grades, promotional requirements will be developed by teachers and will be documented and shared with the entire Prime community. Promotional policies will be made clear to students, families, and through various communications, such as at intake sessions, parent-student conferences, in our online learning management system, and through communication with Prime Journeys Coaches.

While student learning is at the forefront of Prime, we also believe in educating the whole child. Beyond Prime's standard academic and showcase requirements, we track student growth through personal competencies, habits of mind, and executive functioning skills. For example, see the rubric above for our methods to assess personal development skills. While students will not be retained if they do not meet personal competencies, students must participate in specific activities in order to be promoted or graduate. For example, Prime students at the 8th grade level will also

run a mini-workshop, where lower classmen will have the opportunity to experience the outcome of a Prime Studio in a hands-on manner.

Since Prime is a school that personalized education for all students, Teaching Practice are acutely aware when a student is not making adequate progress toward meeting necessary learning outcomes. In addition to providing the necessary support and scaffolds for a struggling student, the Teaching Practice will also follow the Kid Talk protocol (see *Professional Development*) along with extensive family outreach, in order to provide the necessary support to help the student return to a trajectory that will make him or her ready for 9th grade.

Exit Promotional Standards for Graduation: A sample of Prime’s promotional standards for 8th grade are illustrated in the table below. These standards, as well as Prime’s full set of promotional standards for all subject areas are adapted from the Common Core Learning Standards.

Subject	8th Grade Promotional Standard	Methods for Demonstrating Mastery
English: Informational Texts	The student can cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	MAP interim assessments Teacher-generated assessments Expeditionary Learning assessments Performance Based Assessments aligned to Learning Outcomes, such as: After reading the poem, “Saigon is Gone,” and listening to and reading the transcript from “Forgotten Ship: A Daring Rescue as Saigon Fell,” students answer the question, “In this text, what is the message each author is intending to convey about the fall of Saigon? Explain how specific word choices help create a tone that contributes to the text’s meaning.” Performance on the NYS ELA exam
English: Reading	The student can write arguments to support claims with clear reasons and relevant evidence.	MAP interim assessments Teacher-generated assessments Expeditionary Learning assessment Performance Based Assessments aligned to Learning Outcomes, such as: After reading Michael Pollan’s <u>The Omnivore’s Dilemma</u> , students write an essay that addresses, “Which of Michael Pollan’s four food chains would you choose to feed the United States?” Performance on the NYS ELA exam
English: Speaking and Listening	Students will present claims and findings, emphasizing salient points in a focused, coherent manner with	MAP interim assessments Teacher-generated assessments Expeditionary Learning assessments

	relevant evidence, sound valid reasoning, and well-chosen details; students will use appropriate eye contact, adequate volume, and clear pronunciation.	Performance Based Assessments aligned to Learning Outcomes, such as: students use their research findings on consequences of each food chain to write and present a speech that answers “Which of Michael Pollan’s four food chains would best feed all the people in the United States?”
Math: The Number System	Students will know that numbers that are not rational are called irrational. Students will understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.	MAP assessment interim assessments Teacher-generated assessments CMP3 assessments Performance Based Assessments aligned to Learning Outcomes Performance of the NYS math exam
Math: Geometry	Students will use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles	MAP assessment interim assessments Teacher-generated assessments CMP3 assessments Performance Based Assessments aligned to Learning Outcomes Performance of the NYS math exam
Social Studies: History of the US and NY	Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.	Teacher-generated assessments History Alive! assessments Performance Based Assessments aligned to Learning Outcomes
Science: Earth’s Systems	Students will construct a scientific explanation based on evidence for how the uneven distributions of Earth’s mineral, energy, and groundwater resources are the result of past and current geoscience processes.	Teacher-generated assessments JASON assessments Performance Based Assessments aligned to Learning Outcomes Performance of the NYS Grade 8 Intermediate-Level Science Test Performance on the NYS Living Environment Exam, where applicable.

F. School Culture & Climate

Our Approach: Prime Public’s approach to creating a safe learning environment in which students can become happy, healthy, helpful, and honorable learners will be based on a combination of practice from the Positive Behavioral Interventions and Supports (PBIS) Framework, which emphasizes the reinforcement and celebration of positive behaviors, alongside a Restorative Justice approach that helps us to uncover and heal from more serious conflicts that may arise at Prime

Public. We have a three-stage approach to creating a school culture that contributes to our school's mission: Setting and Modeling a Common Vocabulary; Strong Relationship-Driven Pedagogy; and Data-Based Diagnosis and Intervention.

Part One: Creating and Modeling a Common Culture: When the school opens, we will focus on establishing universal rules, management strategies, and behavioral expectations. These expectations are the core of our student orientation plan. We will make it clear that every student at Prime has rights and responsibilities that are sacred, and explain that the reason for these rights and responsibilities is to provide students with an environment conducive to their academic success as well as long-term personal growth. Our goal is for students to become happy, healthy, helpful, and honorable learners and citizens who can govern themselves both individually and collectively even as aspects of their identity change over time and across environments. Using the Big Picture Learning framework (see above) for personal development, we will model these behaviors, use paper and video-based case-studies to examine what these behaviors look like in practice, and help students to reflect on these behaviors within their Personal Development Teams. This information is contained in the Prime Public Student & Family Handbook, which articulates the school's Code of Honor and Code of Conduct. Although each Teaching Practice will have some discretion over curriculum and approach, it is critical that every Practice, across the school, uses the same vocabulary and implements the same rules regarding student behavior. Additionally, Prime students will be elected to serve on a "Jury of Peers." These students evaluate disciplinary infractions, determine consequences, and outline the process of re-entry into the Prime Public community.

Part Two: Strong Relationship-Driven Teaching Practices: We strongly believe that most disciplinary issues in classrooms can be preempted through purposeful, engaging, and differentiated teaching that allows teachers to a) know their students as individuals in order to understand their particular contexts and b) use evidence rather than hunches or implicit biases to provide customized instruction that is neither boring nor bewildering. In addition, since we will have an experienced teacher leading each Teaching Practice, we will not encounter the typical behavior management issues that are typical in learning environments that put novice teachers in control of a roomful of students with vastly different emotional and academic needs. We believe that our teacher development model will reduce teacher turnover, which will also have a positive impact on student behavior. Finally, because our matching process is designed to help students find the teacher who can reach them, we believe that we can improve behavior by placing students with teachers in a non-random fashion that accounts for the particular interpersonal dynamic between teacher and student.

Teachers will receive ongoing training, both at our Summer Institute as well as during weekly workshops on how to encourage and reward positive behavior. In particular, we want students to use their Prime Journeys Teams as a place to reflect on their decisions, both positive and negative, and to articulate the reasoning behind their behavior. In this kind of "after-action review" students will have the space to analyze what happened, what they wanted to happen, and why there was a difference between the two. In addition to Core Practices and reflective practices in the Prime Journeys Teams, we also believe that matching students to positive role models in the community

via our Prime Studio will help students to understand that positive behavior leads to success and happiness.

Part Three: Data-Driven Diagnosis and Intervention: Of course, there are students who may need additional support due to previous trauma, particular life circumstances, or the fact that teenagers are often experiencing rapid brain development and hormonal changes that make it difficult to make positive decisions. Rather than dismissing these students as “bad kids” we will engage in a three-part process to determine where the process lies.

- *Step 1: Identification:* Teachers will identify students who have persistent behavior challenges and who violate the Prime Code of Honor or Code of Conduct. These students will be referred to the school guidance counselor who will form a Student Support Committee (SSC) to help solve the problem.
- *Step 2: Problem Diagnosis:* The social worker or guidance counselor will work with the SSC as needed (particularly the referring teacher) to create a problem diagnosis. Generally, the problem is instructional (the student is bored or bewildered in class and is acting out as a result of this instructional misalignment), interpersonal (the student has a particular conflict with a particular student) or intrapersonal (the student is experiencing difficulty regulating his or her emotions due to external stress or negative self-image).
- *Step 3: Intervention:* If the social worker or guidance counselor determines that the problem is instructional, then we will work with the student on strategies to navigate their classroom environment until we can improve the learning environment. These practices might include roleplays during which the counselor helps the student anticipate boredom or “feeling lost” and create a plan for how to respond in that situation. Additionally, if the problem is instructional the Principal will work with the referring Teaching Practice to support instruction that is engaging the student at his or her level. If the problem is interpersonal in nature, then the guidance counselor or social worker will use Restorative Justice practices, such as a community circles or restorative meetings, to help resolve interpersonal conflicts in ways that help to heal the rift between the parties in ways that feel fair to both. If the problem is intrapersonal, then we will use the Prime Journeys Team in particular to create an appropriate social-emotional intervention. This could entail a pull-out session on conflict resolution, communication with the student’s family, and a plan for more intensive counseling to help the student access the necessary help to reduce the stress that is a key cause of misbehavior.
- *Step 4: Follow-Up Data-Tracking:* Any student who receives an intervention will have the intervention recorded and tracked over time so that we can determine how well the intervention is working. Students who engage consistently in problematic behavior will be referred to the SSC to determine whether a formal evaluation is necessary. Prime Public plans to partner with local service agencies that can provide more intensive and comprehensive supports for students who need them.

Discipline Procedures: The Prime Public discipline policy outlines the responses to infractions of Prime Public’s Code of Conduct. The policy is adapted from the NYC DOE Discipline Code, which provides a range of possible disciplinary responses to be used in addition to the interventions and supports outlined above. In general, again, our approach is to promote positive

behavior and to understand the root cause of the behavior prior to labeling the student or stigmatizing the student with punishments that do not contribute to solving the behavioral issue in the long term. We will restrict suspensions to in-school suspensions except in the most extreme cases, such as those that involve the safety and well-being of school community members. The following sections outline some of these specific policies.

Suspension: Students who violate the Prime Public Code of Conduct for infractions such as fighting, bullying, hazing, or sexual harassment will typically receive an in-school suspension. Students will be provided alternate instruction so that they receive all classroom assignments and are able to make adequate academic progress and participate in assessments. In extreme cases in which students are engaging in dangerous behavior, an out-of-school suspension may be warranted. In such cases, parents or guardians will be notified and families have the right to a hearing with the Principal to present their case and an opportunity to appeal a long-term suspension to the Board or a subcommittee of the board. Out-of-school suspensions in excess of ten days will only be recommended when students commit the most serious infractions in Level 5 of the NYC DOE Discipline Code, such as bringing a firearm to school or assaulting a staff member. In such cases, formal hearings will be held with the student and his/her family, as well as with anyone else involved in the incident, where they will be provided Due Process. Any student who is suspended will participate in a restorative circle upon their return in order to ensure that the student is fully reintegrated into the community in ways that allow them and the learning community to fully heal and progress. In the rare case that a Prime student commits an infraction that warrants an expulsion, like with a suspension, the student is provided with Due Process, and all the rights afforded by State or Federal Law, including at a minimum, parental notice, a hearing, and the right to appeal. Final decisions will be made by the Prime Board of trustees or a subdivision thereof.

Discipline For Students with Disabilities: Students with disabilities (SWDs) will generally be held to the same standards as general education students and will be offered the same supports and interventions within the framework described above that incorporates elements of PBIS and Restorative Justice. However, when a student's Behavior Intervention Plan (BIP) identifies specific consequences for certain kinds of conduct, the student will be disciplined according to the plan as a strategy for meeting that development goal over time.

If the specified intervention is ineffective and additional, targeted supports and interventions do not prevent the student from repeating the same infractions, then the student may be referred to the Committee on Special Education (CSE) for consideration of a change in the plan or change of placement. Students whose IEPs do not include any specific disciplinary guidelines will be disciplined in accordance with the standard Prime Public Discipline Policy. A student suspected of having a disability, or who may be facing long term suspension or accumulated suspension days, will be referred to the CSE for a manifestation determination review to determine the relationship between the behavior and the student's disability.

To the extent possible, Prime Public will avoid punitive reactions to student behavior, such as suspensions, especially in the case of SWDs. IN cases where SWDs demonstrate unacceptable

behavior despite the above interventions, Prime Public will assess students for unidentified disabilities that may be the cause of the consistent behavior issue. To that end, functional behavioral assessments will be performed to identify the cause of the infraction and potentially effective support mechanisms. The student's BIP or IEP will be reviewed annually by the SSC to ensure that the plan is up-to-date and accurate. If the student's BIP identifies specific consequences for certain kinds of conduct, the student will be disciplined according to the plan. If the specified intervention is ineffective and additional, targeted supports and interventions do not prevent the student from repeating the same infractions, then the student may be referred to the CSE for consideration of a change in the plan or change of placement within the school. Students whose IEPs do not include any specific disciplinary guidelines will be disciplined in accordance with the standard Prime Public Code of Conduct.

Prime Public will work closely with the CSE to create clear and easily understood guidelines for communication, decision-making, and recourse regarding disciplinary actions for parents of SWDs. Written documentation and records will be maintained for all suspensions, including those assessed to SWDs. Such documentation will include the following information, at minimum: the student's name, a description of the infraction, a description of the response from the school, the names of Prime Public staff members involved in the incident, a description of the school's response, the number of days suggested for suspension, and an explanation regarding the necessity of suspending the student. All documentation and student records will be kept in locked file cabinets, in a secure location within the school. All persons who access or review student records will be noted using a record access log.

As required by law, Prime Public will ensure that students who are suspended are placed in an alternative educational setting and provided adequate instruction. Adequate academic progress of students who are suspended out-of-school will be enabled through the instruction that is aligned with the instruction from the student's Teaching Practice. We will provide the student with opportunities to remain current with all classroom learning.

G. Special Student Populations and Related Services

Prime values and priorities its students with disabilities and its English Language Learners (ELLs). Our school model, which personalizes learning for students by matching them with a Teaching Practice, stems from best practices for students with disabilities and ELL students. We are confident that these students will have their educational and social emotional needs met by staff at Prime.

Teacher Practices will have daily time for co-planning and lesson reviews. Each Practice has at least one teacher with special education certification or expertise, and in addition, we have a dedicated Special Education licensed teacher who can push in or pull out students as needed, in addition to ensuring that we comply with all aspects of every student's IEP. As we grow, we add Special Education teachers. These teachers, as well as ESL teachers, will ensure that Teaching Practices follow the Universal Design for Learning model to ensure that all students have access to learning through multiple means of representations, expression, and engagement. Our general education program by its design provides meaningful opportunities for all students to thrive and participate, particularly students with special needs and ELLs.

Students with Disabilities: At Prime, because we place the development of PLPs are the forefront of learning; we believe in upholding every aspect of students' Individualized Education Plans (IEPs) and ensure compliance with all applicable law. We realize that the IEP is a roadmap that helps teachers understand how a student learns best and therefore Prime teachers will fully engage in the process of initial evaluations, re-evaluations, and revisions of IEPs alongside the Committee on Special Education (CSE) (*see* 34 CFR §§300.22, 300.312 and 300.340 *et al*). Prime will implement all IEPs developed by the CSE and will ensure that all services, as recommended in IEPs, are provided to the students, including class size and teacher-to-student ratio. Prime is committed to the inclusion model of education and all classrooms will be staffed appropriately to meet the need of students with disabilities. Our special education licensed teachers will serve students with disabilities in the least restrictive environment possible, and we hope that within three years that we can move students to less restrictive setting or, when appropriate, declassify them all together. If and when there is a perceived need for change in an IEP, Prime will contact the CSE to convene an evaluation of the student and consider revising the IEP. Under IDEA and the federal regulations and state law, Prime will continue to provide the appropriate accommodations to the student during the CSE review and evaluation process

Additionally, all teachers will follow Chapter 408 regulations and will be given hard copies of students' IEPs, ample time to review IEPs, and all copies of distributed IEPs will be kept in locked and secure locations, as well as being securely disposed of at the end of the school year. At the beginning of every summer year, under the supervision of a Special Education teacher, teachers will be given time to review IEPs of incoming students, be informed of specific responsibilities for implementing the IEP, and will receive specialized professional development on how to teach students with specific learning or behavioral needs. All teachers working with IEP students will receive access to the NYC DOE's Special Education Student Information System (SESIS), and Prime teachers will attend and participate in all Annual Reviews and necessary CSE meetings. Strict adherence to the student goals and services provided for in the IEPs will be ensured by the Principal through observation of classes, parent and teacher meetings, and communication with students, when appropriate. All IEPs will be reviewed on an annual basis.

Should Prime suspect a student may qualify for an IEP, under Child Find, the school will implement a series of interventions, including revised scheduling or a Teaching Practice change, academic interventions, and parent involvement. If, after exhausting all interventions, there is still a need for more intense service, the student would be referred to the CSE, where additional services may be recommended and Prime will provide the necessary services are required on the IEP. Additionally, Prime will work with the (CSE) to ensure student receive the necessary related services. Prime staff will serve as the advocates for students with disabilities, and we will work closely with the CSE to find, in a timely manner, appropriate agencies if Related Service Agreement are issued.

If a student entering Prime without an IEP appears to be eligible for special education services, the school will issue a request in writing to the chairperson of the CSE for an initial evaluation. A

copy of this request along with the procedural safeguards notice described in 34 CFR 300.504 (Parents Rights Brochure) will be sent to the student's family. This request will:

- Provide the reasons for the referral including any applicable test results, reports, or records;
- Outline the interventions taken prior to referral;
- Describe the family involvement throughout the Prime assessment process; and
- Provide relevant documentation generated during the pre-referral process.

Where possible, as indicated on students' Individualized Education Plans (IEPs), Teaching Practices will embrace the Integrated Co-Teaching (ICT) model. This could look like one Special Education licensed teacher teaching with two co-teachers for Humanities and STEM. We will aim to place our Students with Disabilities in classes that are of the least restrictive setting, and we will ensure that students requiring Special Education Teacher Support Services (SETSS) will receive push in or indirect SETSS, and students requiring speech and language services will receive them from a push-in model, whenever appropriate, and according to their IEP, and compliant with governing law and regulations. In keeping with the school's model of inclusion, we will utilize pull-out services only for skills remediation and executive functioning lessons, and possibly for occupational therapy and physical therapy.

Teaching Practices working with students with disabilities will be knowledgeable about students' annual IEP goals and will create PLPs that include those IEP goals. Prime will review and evaluate our support to students with disabilities in many ways: Principal review and evaluation of Teaching Practices; Peer review of Teaching Practices; Feedback from families; Student work artifacts; Student progress towards annual IEP goals; Student performance on various assessments, including the New York State ELA and math exam.

Additionally, Prime will implement several assessments to measure the progress of our IEP students, such as the NWA MAP and the Brigance CIBS II. Prime's Kid Talk protocol (see *Professional Development*), as well as Prime's Pupil Personnel Team (PPT) and School Implementation Team (SIT) will ensure that the vast and varied needs of students with IEP are being met in a personalized setting. Students with disabilities at Prime will have the opportunity to participate in the general education curriculum and will participate in New York State assessments in accordance with their IEPs.

Under the direct supervision of the Principal, licensed special education teachers will coordinate implementation of this policy. All special education teachers will be appropriately certified pursuant to applicable state and federal law. The Principal is responsible for ensuring that students and their families have access to the CSE, the Annual Review process, and that students with disabilities receive all the services provided for in the IEP. The Principal, or designee, will participate in meetings with the CSE. The Principal is also responsible for maintaining current CSE files at the school and to ensure that necessary information is shared with parents, teachers, the CSE. Timely notice of proposed meetings regarding special education services, including IEP updates will be given to parents, staff and students, when appropriate. Time will be provided for the teachers and related service staff who are responsible for implementing the student IEP to be present or participate by phone at any CSE meeting.

English Language Learners: At the intake interview, all Prime families new to the public school system will be given a Home Language Survey to complete. Students who are identified as possible ELLs will then take the NYSITELL exam to determine their ELL level. During the first year at Prime, we will have at least one teacher who is licensed as an ESL teacher and who can also teach foreign language. This teacher's job will have three distinct parts: (1) He or she will lead a Teaching Practice for our students identified as ELLs. This Teaching Practice will cover all four core academic areas while providing freestanding ESL services in a push-in model; (2) The teacher will teach a foreign language, ensuring that all Prime students have received the minimum requirement of 108 hours of Language Other Than English (LOTE) by 8th grade. Students wishing to pursue language studies in a more in depth manner and sit for LOTE exams will do so through the Prime Studio; (3) The teacher will lead professional development for staff around ESL scaffolding strategies and best practices for supporting freestanding ESL in Teaching Practices, and participate in ESL workshops hosted by the NYC Charter School Center.

Within Teaching Practices, ESL students will be taught in team teaching model with an ESL-licensed teacher. Additionally, these students will receive the state mandated amount of freestanding ESL instruction as required by their ESL level: 360 per week for beginning and intermediate levels, 180 minute per week for advanced levels.

Additionally, the Prime ESL teacher will implement several assessments to measure the proficiency levels of students, such as the NWA MAP and the Brigance CIBS II. Results from these measures will help Teaching Practices address student language needs and help them gain the skills they need to test out of ESL through the NYSESLAT exam.

Support for Families: Prime is a strong learning community that fosters both the academic and social-emotional well-being of all students; we value parent voice and welcome parent involvement and advocacy. To that end, we inform and involve parents of the important steps in their child's education. Our guidance counselors will work closely with families and students' Personal Development Teams to ensure frequent communication is taking place and that families feel supported and respected throughout their years at Prime. For example, should a child with Autism Spectrum Disorder (ASD) enter our school, we will ensure that our guidance counselors have been trained to provide parents with the mandated ASD family support. We may have students with families who require outside support, such as family counseling, we will work with community organizations to connect families with necessary services. To support ESL families, we will connect parents to adults ESL classes and, if necessary, to organizations that provide immigration support.

III. Organizational and Fiscal Plan

A. Applicant Group Capacity

The proposed Executive Director, Jonathan Skolnick, has previously worked with both the proposed Principal, Sompon (Sammi) Oerlemans, as well as with the proposed Chief Operating Officer, April Gariepy. He met Ms. Gariepy in 2007 when they worked together in the Office of School Leadership, co-designing human capital reports for principals across New York City. He

met Ms. Oerlemans when CFN107, the network for which Ms. Oerlemans is a Deputy Network Leader, was selected as one of the “iZone360” networks. iZone360 was a NYCDOE Office of Innovation community that provided schools with extra resources, design partners, and other support to implement personalized learning structures and technologies. As part of his work with iZone360, Mr. Skolnick developed and managed partnerships with several innovative and high-quality school design organizations, such as New Tech Network, Big Picture Learning, Apple Education, Kunskapsskolan, and Eskolta. He was responsible for managing several million dollars in contracts with these groups as well as a \$1million grant from the Bill and Melinda Gates Foundation. Through his work with iZone360, as a founding team member of a California charter school, as a consultant, and as a doctoral student, he has visited scores of middle and high schools across the country, from High Tech High in San Diego to iSchool in NYC to Vertus Charter School in Rochester, in an effort to understand what makes personalization work.

In Fall 2014, after conversations with Ms. Gariepy about the lack of high quality middle school options in Brooklyn’s Community School District 13, the group came together to start planning an innovative middle school for District 13 that would be built around empowering teachers as professionals. We identified Ms. Oerlemans as the proposed school leader. She is a longtime NYC educator who has worked as a founding middle school teacher, network Achievement Coach, and Deputy Network Leader supporting more than 30 schools and their principals. Since the fall, the applicant group has been meeting weekly by phone or in person, in addition to holding a Planning Retreat, two community meetings, and exchanging countless emails.

Mr. Skolnick, Ms. Oerlemans, and Ms. Gariepy are the primary authors of Prime’s charter application. The group also had the support and input of expert middle school educators to assist in the vision for Prime’s instructional methods and to develop a framework for Prime’s curriculum. Additionally, Prime worked with the NY Charter School Incubator group for assistance in developing the application. Please see *Table 1* for a detailed overview of applicant group members. Additionally, Prime Public has build a strong advisory board, which includes leading researchers such as Richard Elmore (Professor Emeritus at Harvard Graduate School of Education), innovative New York City principals (Brooke Jackson from NYC Lab School for Collaborative Studies, Alona Cohen from Brooklyn Frontiers, and Melody Kellogg from Emma Lazarus High School) and leaders in education reform such as Dan Weisberg, the incoming CEO of TNTP.

B. Board of Trustees and Governance

Development of Board of Trustees: Each member of the founding Board of Trustees was carefully selected for a specific skillset that would contribute to the overall success of the school and the effectiveness of the Board as a governing body. Our goal is to have a Board with prior charter school governance experience, expertise to provide academic oversight, financial planning and management experience, legal and real estate experience, and strong connections to the community of CSD 13.

Prior to extending an invitation to join the founding Board, the founding team spoke with each prospective Board member to vet their commitment to the Prime mission, the depth and relevance of their professional experience, and their understanding of the responsibility that comes along

with being a charter school Trustee. We feel that the composition of the founding Board is well suited to supporting the successful launch of the school, and to conducting rigorous and appropriate oversight of the academic outcomes, executive leadership, financial management, and legal and ethical compliance of the school during the pre-opening period and the first year of operation. During the planning year and first year of operation, it will be a priority of the Board to establish a governance committee that will ensure that both the membership of the Board and the Board's policies and procedures continue to be appropriate to the evolving needs of the school as it grows. We plan to add a parent representative to the Board of Trustees once the school opens, and we have already received letters of support from several parents (see *Attachment 2*). In the coming months, each member of the Board will join a specific sub-committee based on expertise, interest, and capacity, and we will identify the specific roles and responsibilities of sub-committee members. That clear explanation of role will enable us to provide Board members with the support they need to serve as stewards of Prime.

The Board Chair will be responsible for the overall development of Board members as well as oversight of any conflicts of interests or other ethical or legal issues that may arise. The Board will undergo a comprehensive development process in the first year, guided by training materials from the New York City Charter School Center, the book, "Board Meetings: A Guide for Charter Schools" by Marci-Cornell Feist, and guidance documents from the New York State Education Department Charter School Office. This process will focus on areas including: reviewing key charter and legal responsibilities; understanding accountability plan goals and monitoring progress toward these goals; financial oversight; evaluation of the Executive Director; transparency and ethics requirements; managing strategic growth & strategic planning. The Governance Committee will be responsible for recruiting future trustees with an eye towards filling identified skill and/or constituency representation needs. It will also develop a specific process to review and assess candidates as well as onboard them to the Board.

Board of Trustees Responsibilities: The Board and its committees will be ultimately responsible for the academic, fiscal, and regulatory oversight of the school. Board oversight consists of approval of all school policies and monitoring of policy implementation, hiring and evaluating the Executive Director, and working with the Executive Director and other staff to monitor the school's academic, non-academic, and financial performance.

Academic and Non-Academic Performance/Assessment: The school's academic and nonacademic goals relate to the three sections of our mission: (i) achievement of rigorous academic competencies (ii); developing healthy habits of mind and body and (iii) achieving expertise in a career- or creative passion. Trustees will be able to examine school performance on a regular basis through a "Dashboard," which will provide up-to-date statistics on the school, including current enrollment, average daily attendance, and various demographic, discipline, and academic statistics in both aggregate and disaggregated form, the latter by subgroup and gender. Moreover, the Principal and other staff will present to the Student Learning Committee at least monthly (and more frequently if requested) reports on where the school stands in meeting its semi-annual, annual, and multi-year goals. Such reports will be detailed and will give information by grade level, in aggregate and disaggregated forms.

Fiscal Oversight: The Board will work with the Executive Director and COO to develop fiscal guidelines and policies, as well as tools for annual budgeting, fiscal oversight, and reporting on the school's fiscal health. The Executive Director and the COO will meet with the Audit and Finance Committee monthly to report on where the school stands in meeting its budget and fiscal goals, and to review the budget for the subsequent year. In addition, the Audit and Finance Committee will meet periodically with the school's internal and external auditors regarding audits of the school's financial performance and fiscal soundness.

Other Responsibilities: The Board's other responsibilities include: (i) electing/removing Trustees; (ii) appointing/removing the school's leadership and agents, prescribing their duties, and fixing their compensation; (iii) managing the school's affairs, and implementing regulations with respect thereto; (iv) approving such contracts as necessary or desirable for the school; (v) overseeing the school's operation; (vi) causing the school to become exempt from federal income taxation; (vii) monitoring the school's operations and applying any surplus resulting from any business activity in which the school may engage; (viii) acting as trustee under any trust incidental to the school's purposes; (ix) acquiring/holding/disposing of property for the school; and (x) indemnifying and maintaining insurance for the school's Trustees, employees, and agents (subject to the provisions of the Not-for-Profit Corporation Law and the limitations under the school's By-laws).

Board Structure, Policies, and Procedures: The founding Board will consist of nine members, and will include as officers the Chair, the Secretary, and the Treasurer. The Chair will be responsible for the overall effectiveness of the Board as a governing body and ensuring that it effectively carries out the responsibilities described above. The Chair will work with the Executive Director to set the monthly meeting agenda. In addition, the Chair will be the primary point of contact for the State Education Department and Board of Regents on matters relating to the Board and the Charter (the Board will delegate responsibility for communicating with the State Education Department on academic, operational, and routine financial matters to school staff). The Secretary will be responsible for ensuring that the Board meets the requirements of the Open Meetings Law. In particular, the Secretary will be responsible for ensuring that the calendar of Board meetings is posted on the school website and at the school. The Secretary will also ensure that each meeting of the Board or a Board Committee has a publicly posted notice, including the agenda as well as the time and place of the meeting, at the school and in local news media at least a week before the meeting, and that Trustees are properly notified as required by the by-laws. The Secretary will be responsible for ensuring that accurate meeting minutes are kept for each meeting, that these minutes are approved by the Board at the next meeting, and posted as required on the school website. The Secretary will also ensure that meeting materials are posted on the website prior to the meeting and otherwise made accessible at the meeting. Each meeting of the Board will be open to the public. The Treasurer will serve as the chair of the Finance and Audit Committee. This Committee will meet regularly and will present to the Board updates on the short term and long term financial health of the school. It will make a recommendation to the Board regarding the approval of the budget and any material modifications to the budget, and it will retain an auditing firm to conduct an annual financial audit of the school.

The Board will have four standing Committees, and will establish ad-hoc Committees and working groups as necessary: 1) The Student Learning Committee, 2) The Finance and Audit Committee, 3) The Governance Committee, and 4) The Family & Community Engagement Committee. The Board will establish an ad hoc evaluation committee in the spring of each year for the purpose of conducting a formal evaluation of the Executive Director. The regular Board Meeting Agenda will be as follows, subject to modification as necessary by the Governance Committee and/or the Chair:

- i. Call to Order
- ii. Invitation for Public Comment
- iii. Executive Director's Report
- iv. Family Representative Report
- v. Student Learning Committee Report
- vi. Treasurer's Report
- vii. Other Committee Reports (as needed)
- viii. Continuing Business
- ix. New Business

Families and school staff will be encouraged to attend Board meetings, and all meetings will be open to the general public. The Family Representative will ensure that enrolled families have a formal voice in the governance of the school, and school staff will be invited to participate in Board meetings through the Student Learning Committee.

Relationship to Authorizer: The Board of Trustees recognizes that, should it be granted a charter, Prime will be a public school incorporated as a not-for-profit Education Corporation under New York State Law. The school will operate under and be bound by the terms of the charter issued by the Board of Regents, and will be responsible for complying with applicable state and federal laws and regulations. The terms of the charter will include academic and other performance goals, and the Board understands the school must demonstrate that it is meeting these goals in order to earn the renewal of its charter. As the governing body of the Education Corporation and the holder of the charter, the Board understands that it is the body that is ultimately accountable to the Board of Regents that Prime achieves its mission, that it is a financially and organizationally viable entity, and that it complies with legal and ethical requirements. In a more concrete sense, the Board is responsible for ensuring that school leaders deliver on the promises made to families, and that public funds are spent wisely and ethically. While the Board will not carry out the day-to-day processes of the school (and indeed, will respect school leaders' autonomy to manage the school), it will be accountable to the Board of Regents for ensuring that these processes are effective. If the Board has reason to believe that the school is not on track to achieve its accountability plan goals or that there are concerns about the financial management, organizational viability, or legal compliance of the school, it will require that school leaders develop corrective actions. If the Board determines, through appropriate evaluation procedures, that the Executive Director is not meeting performance expectations, the Board will take appropriate actions, including, as a last resort, terminating the Executive Director.

C. Management and Staffing

Recruitment and Retention of Staff: Our budget reflects a belief that as much funding as possible should be used to support teachers who work directly with students on core subject areas (ELA, math, science, and social studies). To that end, our core academic teachers' salaries are significantly higher than the average NYC teacher salary. Our average teacher salary is approximately equivalent to that of a NYCDOE teacher with 10 years of experience and a Masters degree. We also offer health care benefits, significant professional development opportunities (six weeks per year), and a modest retirement plan. We offer this level of compensation and benefits because our model is based on allowing skilled professional teachers to run their own Teaching Practices and remain in the classroom as a career. To achieve that goal, we need to attract experienced teachers who are masters at their craft. See our Hiring and Personnel Policies and Procedures appendix for job descriptions for our Teacher Practices.

We also need to attract true professionals who are eager for autonomy and flexibility. Within appropriate constraints, and with the approval of the Principal, we allow teachers to make significant decisions about how to teach each subject, the size of their Teaching Practice, the configuration of their learning environment, and their use of resources such as adaptive learning technology. Likewise, some Practices may emphasize the use of blended learning (a mix of online and live instruction) while another might emphasize the use of field trips and guest speakers. We believe that this combination of professionalism, autonomy, support, and salary will be effective at recruiting and retaining effective teachers.

Whereas a typical school might ask a single subject-area teacher to teach all the students in a given grade, we offer families several options of teacher teams of 2 to 3 teachers who work across disciplines to cover all the key academic subjects. This enables us to reduce the Total Student Load (the total number of students for whom a given teacher has responsibility across the day) of our teachers as much as possible (around 36 students in Year 1). Research shows that lower Total Student Loads can significantly improve student achievement.¹³ The Principal will match teachers within Teaching Practices the summer before Prime opens. Teachers will work, plan, and collaborate within their Practices throughout the summer professional development session; this acts as a trial period for the teachers, allowing the Principal to make any necessary changes to Teaching Practices before students enter the building.

The chart below shows the number of different types of staff we have as we grow toward capacity. In addition, note that at least half of our teaching staff in the core academic areas will have Special Education certification. We believe that the opportunity to run one's own Practice and earn a substantial salary (approximately \$80,000) will enable us to recruit teachers with dual certification in a subject area as well as special education.

As shown below, given the demands of the first year of a new school, we have the lowest staff to student ratio for that year. Over time, we have budgeted to add additional staff while also taking advantages of the cost savings that come with scale. For example, some of our specialist teachers

¹³ See Ouchi, W. G. (2009). *The secret of TSL: The revolutionary discovery that raises school performance*. Simon and Schuster.

can teach additional students in the second year because their first-year workload will not be at capacity. In addition, some of our sixth-grade students will loop with their 6th grade Teaching Practice into 7th grade, and so on, enabling those Practices to grow, earn more compensation, and hire more junior staff to support their growing Practices.

Educator Model:

	Prime Core Academic Teachers	Prime Studio (e.g. foreign language, Phys. Ed, design/engineering)	Special Education	Guidance Counselors
2016-2017 (108-118 Students)	6 (at least two with special ed certification)	3	1	1
2017-2018 (216-236 students)	11 (at least four with special ed certification)	4	2	3
2018-2019 (At Capacity – 324-354 students)	16 (at least seven with special ed certification)	6	2	4

Full Staffing Model:

Subject/Area	2016-2017	2017-2018	2018-2021
Executive Director	1	1	1
Principal	1	1	1
Chief Operating Officer	1	1	1
Business Manager	1	1	1
Principal Assistant	1	1	1
Technology Manager	-	1	1
ELA/Social Studies	3	6	9
Math/Science	3	6	9
Special Education	1	2	3
Prime Studio (Foreign Language, Phys. Ed., etc.)	3	4	5
Counselors/Social Work	1.5	2	4
Total	14.5	26	36

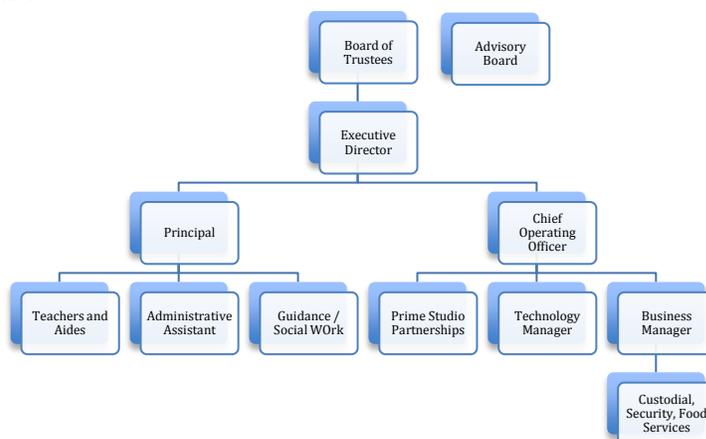
Leadership Model: Our leadership model is based on the belief that our Principal must first and foremost be an instructional leader who spends the majority of his or her time with educators helping to support their growth. In order to make sure that the Principal is spending as little time as possible on non-academic factors, our model includes a Chief Operating Officer who is responsible for non-academic tasks, including food, transportation, security, and custodial services; community partnerships; human resources; and school culture and climate. Our Executive Director is responsible for overall strategy and design, all fundraising and public relations, supporting the development of the Principal and COO, and research, development, and expansion of the school over time. To support this leadership trifecta, the school will also hire a

business manager and an administrative assistant. In Years 2-5, the school adds a technology manager to support our growing day-to-day technology needs. We recognize that this model requires three executive-level positions even in Year 1, and we did this in part because our model requires innovations that are new to schools in NYC. In order to support these innovations, we will need to ensure that our Principal can be a full-time instructional leader and that our Executive Director can engage in partnership development and fundraising necessary to support the research and development of this innovative model.

Criteria for Instructional Staff: We have developed full Job Descriptions that list the experience and skills we require for teachers and other instructional staff. These Job Descriptions are attached in our appendix. For non certified instructional personnel we will use a mix of skills, experience, and fit to make hiring decisions

Use of Assessment Data to Drive Human Capital Decisions: Each year, we will conduct an evaluation of all our educators to ensure that they are meeting their goals in student performance/growth, pedagogy, and personal development. Our assessment program aligns with the State’s philosophy of allocating significant weight towards student growth while also integrating observations and peer feedback. We have included a cost-of-living raise for all our staff each year, but those core academic teachers who are most successful can also grow the size of their practice and receive significantly more compensation as they demonstrate success.

Organizational Chart:



The Prime Leadership Team consists of the Executive Director, Founding Principal, and Chief Operating Officer. The Board of Trustees selects the Executive Director, who in turn selects, supports, and evaluates the Principal and Chief Operating Officer.

Executive Director: The Executive Director is selected by the Board and has overall responsibility for ensuring that the school is structured and funded in ways that enable it to fulfill its mission. Jonathan Skolnick, the founder of Prime, is the proposed Executive Director.

- **Strategy:** Each year, the Executive Director works with the leadership team and the Board of Trustees to craft the school’s strategy and operational plan. This plan consists of the key goals and strategies in each functional area (academics, culture, community, finance, and operations)

as well as cross-functional areas such as marketing, communications, expansion, and talent development. The Executive Director is responsible for meeting with each member of the leadership team to help him/her meet annual goals. He is also responsible for reporting to the Board and enlisting their assistance and support in order to achieve the school's mission.

- **Fundraising and Partnerships:** The Executive Director is responsible for creating partnerships with outside philanthropic organizations necessary to support the school's fiscal stability, particularly in the time period prior to reaching full student capacity. In addition, he is responsible for reporting to such funders on the results of their investment in Prime. The Executive Director will also sign off on all school partnerships with local or national organizations.
- **Research and Development:** The Executive Director is responsible for creating structures to collect and analyze data about the efficacy of our model. He is also responsible for researching and developing new strategies and structures to improve the model over time. As we learn more about what works within the Prime model, the Executive Director is responsible for sharing this learning with the wider education community, and in particular, the district schools in CSD 13 with which we want to partner.
- **Organizational Culture and Data-Driven Learning:** The Executive Director is responsible for making Prime a "learning organization"¹⁴ whose culture enables employees to direct their actions toward shared goals, to reflect in proactive ways on their strengths and areas for growth, and to connect with each other and their students in ways that encourage effective collaboration and communication. The Executive Director distributes and models leadership as necessary in the service of the school's mission of providing every student with an excellent education.

Principal: The Principal is selected by the Executive Director and serves as the instructional leader of Prime. Sompon (Sammi) Oerlemans, a Deputy Network Leader in the NYCDOE and a founding member of Prime, is the proposed principal.

- **Staff Recruitment, Development, and Evaluation:** The Principal is responsible for recruiting, developing, and evaluating exemplary teachers. She does this through a rigorous recruitment and hiring process; frequent teacher observations with timely feedback based on the Kim Marshal teacher evaluation rubric, and 1:1 coaching. Alongside teachers, the Principal will develop structures that enable staff to learn from one another and the broader education sector, such as Instructional Rounds and adaptive leadership challenges, and collaborative inquiry. Additionally, the Principal will collaboratively, with teachers, develop structures that hold teachers accountable for high levels of performance, such as 360 evaluations, personalized development plans based on peer and self-assessments.
- **Curriculum and Assessment Development and Analysis:** The Principal is responsible for working alongside staff to create a set of clear learning competencies and outcomes, as based on Common Core Learning Standards; the Principal and teachers will define how students will demonstrate mastery of such competencies. The Principal also creates a default curriculum and assessment "spine" that teachers can use as a benchmark for appropriate levels of rigor to Common Core Learning Standards. The Principal will work with staff to engage in regular

¹⁴ See Senge, P. M. (2014). *The fifth discipline fieldbook: Strategies and tools for building a learning organization*. Crown Business.

data cycles that identify areas of strength and weakness and support teachers in the adjustment of instructional and structural supports accordingly.

- **Family Advocacy and Teacher Matching:** The Principal is responsible for engaging families as partners in the school's structures. This starts with the matching process, in which the Principal works with families to match students to an appropriate Teaching Practice, and continues through regular communication and collaboration with families around the school's progress, community events/projects, safety and logistical issues, and other issues that arise over time.

Chief Operating Officer: The Chief Operating Officer is responsible for ensuring that Prime is a safe, fiscally responsible, well-resourced, welcoming, and collaborative community that can address the needs of the whole child.

- **School Environment and Resources:** The COO is responsible for ensuring that the school's mission permeates every part of the learning experience, including our student orientation, discipline policy, thrice-weekly community meetings, our opening and closing procedures, our lunchroom activities, our physical environment, our technology infrastructure, and so forth. Because we want the school culture to permeate every aspect of our operations, the COO will supervise a Business Manager around day-to-day operations in conjunction with the Executive Director when necessary.
- **Community Partnership Development:** The COO is responsible for ensuring that we build effective community partnerships to support the Prime community. He or she will work with the Executive Director to develop partnerships both to support school events and projects and also to serve as apprenticeship sites for the Prime Studio. As a result, the COO will be responsible for managing these partnerships and hiring and supporting the Prime Studio specialists, with support from the Principal as needed.
- **Human Capital:** The COO is responsible for ensuring that our hiring and evaluation processes for all staff are aligned with our mission and culture. He or she will develop clear job descriptions, hiring and onboarding processes, and evaluation structures.
- **Student Recruitment and Enrollment:** The Chief Operating Officer is responsible for ensuring that we recruit widely and fairly, enrolling and orienting students in a way that sets them up for successful participation at Prime.

Individual Base Salary Determination: Our base salary for resident teachers who work within a Practice run by an experienced Partner is no less than \$58,000. Our Fellows who are just starting their own Practices earn around \$70,000, and more experienced teachers who are Partners in a Teaching Practice can make well over \$80,000. As mentioned above, we are putting significant resources into our teacher salaries in an effort to recruit effective, entrepreneurial, and professional teachers who can coach and learn from their colleagues and have significant authority over the use of the learning resources in their classrooms.

D. Evaluation

Evaluation of the School: Prime will undergo a Quality Review twice a year. The purpose of this review is to evaluate the school's effectiveness and its progress in meeting its achievement goals as well as its operational and fiscal efficiency. Reviews will be modeled after the NYCDOE's Quality Review and will focus on the instructional core as evidences across classrooms, school culture, and

structures for improvement. Both reviews will take place over two days and areas in need of improvement (as identified in the fall Quality Review) will be the focus of the spring review. Both reviews will be administered by 5-6 experienced educators acting as critical friends: members of the Prime Advisory Board, fellow middle school principals, and, when available, the CSD13 Superintendent. For the operational and fiscal review we will utilize external critical friends and consultants to review our operational processes as well as fiscal policies, practices, and position. The data from these evaluations will be utilized by the board and staff to develop improvement plans where needed and also to identify effective practices and amplify them.

Evaluation of Teachers: Professional learning is at the heart of Prime. To ensure that teachers develop as professionals, we provide them with significant support (six weeks per year, in addition to daily planning time and weekly workshops) and hold them to high standards in three areas: Performance, Pedagogy, and Personal Development.

Performance: Performance at Prime is assessed through multiple measures, such as student work products, student surveys, and student test score growth. As Prime tracks many different types of data, we are able to measure student learning across all disciplines. Using both state test scores and the results of NWEA MAP, Prime can measure student growth and teacher value add for teachers of English and mathematics. Additionally, Prime will track how many students complete CCLS-learning objectives within a given unit and a given year. This will apply to all teachers, including those for which there is not NY State or interim assessment. This data will be essential to a teacher's yearly review, rating, and renewal of contracts. Our evaluation system, which involves a mix of student test score growth and performance, observations, and peer review, is aligned to the State's approach.

Pedagogy: Pedagogy is assessed through frequent administrative and peer classroom observations. Prime will use the Marshall Teacher Evaluation Rubric to give staff a common vocabulary around excellent pedagogy. The Marshall Framework will provide ongoing feedback to teachers on their performance, and inform decisions on teachers' yearly renewals of contracts. The Marshall Rubric will be used as the basis for teachers' self-assessments and yearly improvement goals. Teachers will receive ongoing feedback across all six domains, teachers will be held accountable for their performance in Domains A and C (Domain A: Planning and Preparation for Learning and Domain C: Delivery of Instruction). The Principal will meet with each teacher before school opens to review the rubric and to set goals around three components within Domains A and C. During the school year, the Principal conducts ongoing mini-observations, lasting 10-15 minutes. The Principal has set of a goals of completing at least 3 mini-observations a day, which will equal over 500 mini-observations per school year. All mini-observations are unannounced. These mini-observations are followed up with immediate (within 24 hours) verbal feedback and brief notes to the teachers. These feedback sessions are kept informal in order to maximize two-way conversations. However, the Principal brings a knowledge of adult learning and ensures that conversations are framed in a way that will support the teacher's "growing edge."

At the midyear check in and the end of year conference, both the principal and teacher complete ratings on the Marshall Rubric. The teacher and principal compare ratings and only discuss where

ratings are not aligned. This sets up the conversation for the amendment of goals and end of year ratings.

Prime Teachers also conduct their own peer observations. At least twice a year, teachers from all Teaching Practices have the opportunity to formally observe one another, provide feedback against the Marshall Rubric, and, most importantly, engage in professional feedback conversations.

Teachers will also maintain a portfolio of unit and lesson plans, conduct one-on-one reflections, and showcase knowledge of key teaching concepts. Prime expects all teachers to participate in ongoing Instructional Rounds, Collaborative Inquiry, and Kid Talk (see *Professional Development*) in order to ensure that Prime is an ever-growing, self-reflective learning community.

Personal Development: Personal development is assessed through twice-yearly 360 reviews from students, peers, and families, as well as through a personal reflection process detailing the ways in which teachers demonstrate personal growth. The 360 review process¹⁵ helps all teachers hold themselves accountable for Prime's goals and to Prime's culture of personalized learning¹⁶. The 360 process also helps enhance teacher's commitment taking a learning stance, self-reflection, and the cycle of continuous improvement.

Evaluation of the Board: Prime's Board will be assessed on its ability to meet its annual and multi-year goals. Each August, the Board will establish its annual goals, revise its multi-year goals, and determine its mid-year benchmarks. The goals will be informed by the Board's responsibility to oversee the school's financial, academic, and regulatory performance. During its December and June meetings (and more frequently if necessary), the Board will formally self-assess its progress toward achieving these goals. Board members will also partake in an individual self-assessment process. Board members set goals in August and will review their progress in December and June and will meet with the chairperson of the Board to discuss their progress. Should a situation arise where a Board member is not meeting his or her individual goals, the Chairperson will provide feedback and ensure that the appropriate steps for corrective action are taken.

Evaluation of Leadership: The Principal's performance at Prime will be evaluated annually by the Board. This evaluation will be based on: Prime's performance in meeting academic goals; Prime's performance in meeting non-academic goals; Prime's overall student growth percentile score on State ELA and math exams; the Principal's own performance in meeting his or her individual goals; The Board will approve the Principal's individual goals and all individual goals will be based on prior evaluation, self-assessment data, and school review data.

Evaluation of School Programs and Initiatives: The school and its staff, under the guidance of the Principal, will assess each program and initiative in terms of how it will impact Prime's school-wide goal. Evaluative methods will take a number of forms ranging from qualitative evaluations such as

¹⁵ See Drago-Severson, E. (2009). *Leading adult learning: Supporting adult development in our schools*. Corwin Press.

¹⁶ See Farris-Berg, K., & Dirks-wager, E. J. (2012). *Trusting teachers with school success: What happens when teachers call the shots*. R&L Education.

pre- and post- program focus groups, interviews, and questionnaires to program evaluations involving quantitative methods that estimate the impact of various school programs on academic and non-academic measures such as attendance, retention, student learning outcomes, and student and family satisfaction survey results.

E: Professional Development

Professional Development at Prime is very teacher-centered. Before the school year begins, teachers meet to participate in a week-long Curriculum Retreat professional development session, provided by Expeditionary Learning, CMP3, Jason, and Facing History, and Hochman Writing. This allows teachers to become deeply steeped in how to best leverage specific curriculum to maximize on students learning. Additionally, teachers will participate in professional development sessions around RtI strategies, best practices around special education inclusion and the ICT model, brain-based learning, and the adolescent mind.

Teaching Practices will then spend four weeks working within and across Practices designing a yearlong thematic scope and sequence that addresses 6th grade English, math, social studies, and science standards, under the guidance and supervision of the Principal. This work includes amending unit and lesson plans, contacting guest speakers, planning trips, creating assessments, and most importantly, design Common Core aligned learning outcomes for every unit across every subject.

Once the school year begins, Teaching Practices will engage in daily common planning times, where they can meet to assess student learning, reflect on lessons, and plan for future instruction. Our Principal will design a yearlong PD program that will cover some key topics around reinforcing PRIME program elements, differentiation, services for special needs students, ongoing use of data, as well as a range of other standard topics. The Principal will also differentiate the yearlong calendar, based on the needs and strengths of the staff in a particular year, and provide targeted, personalized professional development opportunities, as well as coaching, to teachers. There will be ongoing feedback mechanisms around the efficacy of existing PD, as well as surveys to assess teacher identified PD needs, which will be integrated into the overall program. BPL will also support Prime staff in the development, implementation, and assessment of the Personal Development curriculum, which is an integral piece of the student experience at Prime. In addition to the professional development opportunities listed above; Prime staff will participate in the following ongoing professional development structures:

Instructional Rounds¹⁷: Prime staff will use the practice of Instructional Rounds to uncover a school-wide problem of practice, develop a theory of action, and strategies to address the problem of practice. Through the use of classroom visits, students shadowing techniques, and the use of protocols, staff begins to create systems of improvement to address the Prime’s instructional core.

¹⁷ See City, E. A., Elmore, R. F., Fiarman, S. E., & Teitel, L. (2009). *Instructional rounds in education: A network approach to improving teaching and learning*. Harvard Education Press. 8 Story Street First Floor, Cambridge, MA 02138.

Collaborative Inquiry: Teaching Practices analyze student work products and data results¹⁸ to measure the impact of curriculum design and pedagogical strategies on students learning. By following the inquiry process of analyzing data¹⁹, researching expertise, and implementing strategies, coupled with a research-based strategies to improve instruction, Teaching Practices are able to fine tune their lesson and units plans to ensure that all students' educational needs are being addressed.

Kid Talk: This protocol, as developed by the Urban Assembly, allows Teaching Practices and coached from the Prime Journeys Team to discuss specific students and their academic needs, develop action plans, and design outreach so that struggling students receive even more targeted, personalized support.

At the heart of Prime's Teaching Practices is the desire for teachers to build core teams that help one another improve their pedagogy. To make this possible, more experienced teachers coach newer teachers, but all teachers participate in both formal and informal peer observations and feedback cycles (see *Evaluation*, above.) This leads to a sense of collective accountability for all teachers, and creates a culture where peer feedback is seen as a means of professional learning. Prime's professional development structure will be evaluated based on teacher feedback and classroom observations; the Principal will look for specific connections to work products developed during curriculum development time, or for teaching moves to reflect the data findings as discussed during various professional development structures

F. Facilities

It is impossible to overstate the importance of securing an appropriate facility for Prime, and this task is already at the top of the list of priorities for the proposed Executive Director and the Board. Because the facilities landscape entails a high degree of uncertainty, we are executing two strategies in parallel to secure a facility. In anticipation of the difficulty of acquiring a facility, we have recruited to our founding group multiple members with experience relevant both to co-locations and private facilities. Our proposed Board Chair, Tony Siddall, was the liaison to the NYCDOE for co-location approval during his time as Senior Director of Growth Strategy at Achievement First. Jonathan Skolnick, the proposed Executive Director, worked closely with the School Construction Authority and the Division of School Facilities during his time as Director of Field Operations for School of One, an innovative new math program piloted through the Office of Innovation at the NYCDOE. He led the location selection process and space redesign process for three NYC middle schools that required the redesign of 2,500 – 4,000 square feet of space at each location. Sara Sorbello, a proposed Trustee, is the Director of Educational Facilities Financing Center at LISC, a national leader in charter school facilities financing and development.

We have also already begun the process of evaluating private space for lease in CSD 13. In the event that our request for a public space is denied or is otherwise deemed inadvisable, the Prime

¹⁸ See Bambrick-Santoyo, P. (2010). *Driven by data: A practical guide to improve instruction*. John Wiley & Sons.

¹⁹ See National School Reform Faculty Harmony Education Center and Boudett, K. P., City, E., & Murnane, R. (2005). *Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning*. Harvard Education Press

Founding Team has identified several potential facilities that could be ready for occupancy in summer of 2016. With the guidance of charter school facilities experts on the Board and outside of the founding group, we will continue evaluating each of these potential facilities to determine what would be necessary for each to become the home of Prime, and which would be the best fit. We anticipate spending around 15% of revenue on space in order to allocate maximum funding to instruction.

Our space needs are summarized in the table below:

2016-2017	2017-2018	2018-Beyond
3 classrooms @ 750 sq ft	6 classrooms @ 750 sq ft	10 classrooms @ 750 sq ft
1 flex classroom @ 500 sq ft	2 flex classroom @ 500 sq ft	3 flex classrooms @ 500 sq ft
1 studio room for art, music, etc. @ 1000 sq ft	3 studio rooms for art, music, etc. @ 1000 sq ft	4 studio rooms for art, music, etc. @ 1000 sq ft
1 science lab @ 750 sq ft	2 science labs @ 750 sq ft	2 science lab @ 1000 sq ft
1 700 sq foot administrative office	1 700 sq foot administrative office	1 800 sq foot administrative office
1 Teaching Practice Room @ 500 sq ft	2 Teaching Practice spaces @ 500 sq ft	3 Teacher Practice spaces @ 500 sq ft
1 1,500 sq ft assembly/gym space	1 3000 sq ft assembly/gym space	1 4000 sq ft assembly/gym space
1,500 sq ft for bathrooms, storage, and miscellaneous	2000 sq ft for bathrooms, storage, and miscellaneous	2500 sq ft for bathrooms, storage, and miscellaneous
Total Square Feet: 8,700 SF/student: ~81	Total Square Feet: 16,700 SF/student: 77	Total Square Feet: 23,800 sq ft SF/student: 73

The following table shows five potential options for locations:

Neighborhood	Lot Sq Ft	Building Sq Ft	Zoning	Available Sq Ft	Asking Price
Clinton Hill	9,900	34,490	C2-4/R74	whole building	\$40 PSF
Vinegar Hill	37,492	64,200	R6/M1-3		~\$35 PSF
Prospect Heights	62,000	62,000	R6B		~\$35 PSF
Prospect Heights	11,000	35,338	R6B		~\$35 PSF
Bedford-Stuyvesant	21,000	77,520	C2-4/R6B	17,000 SF	\$35 PSF
Bedford-Stuyvesant	5,300	14,760	R6A		~\$35 PSF

The proposed Prime Board of Trustees will work with our Facilities Chair to create a Facilities plan that addresses the following needs pursuant to our particular model: Large flexible classroom

spaces to ensure that students can learn in a variety of environments within a single Teacher Practice; A dedicated science lab that has required space for hands-on labs and lab tables; Studio spaces large enough to accommodate art projects (sculpture, design, 3D printers, etc.) as well as flexible performance space; Spaces for each of the Teaching Practices to meet together as teams to ensure that the school fosters collaboration rather than isolation among the staff.

In order to ensure that our space has the above functionality, we will work with the landlord or the NYCDOE Department of Facilities and/or Construction Authority to build out the space appropriately. We have been working with CPEX, a real estate firm that can connect us with landlords who will either pay for the buildout themselves or help us to create a reasonable budget for whatever buildout is necessary. The above prices per square foot are the list price, but based on prior experience, interested landlords will rent them for ~\$5 less per square foot.

In addition, we will ensure that whatever space we obtain is fully compliant with all regulations concerning handicapped accessibility, safety regarding fire code, occupancy rules, and other issues related to the health and well-being of our students and staff.

Changing Facilities: We are working with CPEX to determine a plan for the best possible leasing arrangements given that we will triple in size over the first three years of operation. While our preference is to find a building that we can grow into over time, leasing a greater percentage of the site in each year or subletting excess space during the first two years in ways that do not negatively impact our financial condition, it is possible that we will need to move facilities in either Year 2 or Year 3 to ensure that we are not over-paying for underutilized space in a facility that is too large for our needs. At the same time, there are costs, both financial and otherwise, inherent in any move, and in order to minimize disruption to our families we do not want any family to have to change locations more than once during their time at Prime.

Purchasing a Facility: Over time, it may be in our interest to purchase our own facility in order to reduce costs beyond Year 5. By the time we reach capacity, we will be spending approximately \$850,500 in rental costs each year, and so we intend, if possible, to set aside significant funds (approximately \$500,000 each year, starting in Year 3) to build up equity to support the purchase of a private facility that meets our specifications. The proposed Prime Public Board of Trustees has extensive knowledge of the range of options available for charter schools to finance their facilities (non-profit Community Development Financial Institutions, non-profit charter school real estate developers, federal programs such as the New Markets Tax Credit, the tax-exempt bond market, etc.) and will provide oversight to ensure a sustainable facilities burden should Prime Public decide to purchase a facility.

G. Insurance

Prior to starting operations, the Founders will evaluate insurance coverage that tends to meet the following baselines of coverage to meet any applicable requirements, including those of authorizing agencies.

Coverage	Limit
General Liability	\$1,000,000/occurrence \$2,000,000-3,000,000 aggregate

Workers' Compensation	Statutory Limits under NYS Law
Employee Benefits Liability	\$1,000,000
Automobile/Bus Liability	\$1,000,000
Umbrella/Excess Liability	\$5,000,000 - \$10,000,000
Employment Practices Liability	\$1,000,000
Educators' Legal Liability	\$1,000,000
Directors & Officers	\$1,000,000
Sexual Misconduct Liability	\$1,000,000 occurrence / \$2,000,000 aggregate
Crime / Fidelity Coverage (Bonds)	\$500-750,000
Property/Building/Equip./Lease and Boiler Machinery Coverage	TBD based on school location and building
Catastrophic Student Accident Coverage \$1,000,000 - \$5,000,000	
Student Accident Coverage	\$25,000
Catastrophic Student Accident Coverage	\$1,000,000 - \$5,000,000

H. Health, Food, and Transportation Services

Health Services: Prime's health services program will ensure that each student has a certificate of immunization that complies with §2164 of the Public Health Law at the time of registration or within the acceptable time frame after enrollment (subject to exceptions permitted under the law for medical contraindications and religious exemptions).

Prior to the first day of school, Prime staff will receive training regarding school health policies and procedures, including policies on the storage and administration of students' medications, first aid provisions, and protocols for health emergencies. All faculty and staff will have access to first aid resources with at least two staff members being certified in First Aid and cardiopulmonary resuscitation. Prime will also maintain appropriate access to automated external defibrillators (AED) as required by §917 of the Education Law and ensure that two or more staff members are certified in their operation and use. Prior to beginning each school year, Prime will secure parental consent to identify students with health risks and provide accommodations to faculty and staff when appropriate.

If Prime is housed within a NYCDOE facility, the school will seek to take part in the existing health services program by contracting the facility's existing school nurse. In that event, the school nurse will be responsible for supervising the disbursement of medication, treating students who are sick or injured, and maintaining records and correspondence in secure facilities.

If Prime is housed in a private facility, the school will seek to contract a school nurse to provide similar health services in accordance with §2853(4) (a) and §912 of the Education Law.

Food Services: Prime intends to utilize the Office of Food and Nutrition Services of the NYCDOE to provide breakfast, lunch, and afternoon snacks to students. All students enrolling at Prime will complete School Meals Application forms required for participation in federal free and reduced-

price breakfast, lunch, and snack programs. Based on current demographic information, Prime assumes that approximately 73% of the student body will be eligible for free or reduced-price lunch. The school will comply with all applicable guidelines with regard to nutritional values, meal pricing, determination of eligibility, and reporting requirements.

If Prime co-locates in a NYCDOE facility, the school will seek to participate in the existing food services program. If Prime is housed in a private facility, the school will contract with the NYCDOE to provide hot meals if there are sufficient kitchen resources available. If not, the school will arrange for cold meals to be provided either in the classroom or other designated common areas. In that event, Prime will secure a refrigerator for short-term storage of milk, cold meals, and perishables.

Transportation Services: Under the direction of the Business Manager, Prime will provide transportation services for all students in accordance with §2853(4) (b) and §3635 of the Education Law. Prime will submit a Transportation Request Form to the New York City Department of Education Office of Pupil Transportation (OPT). At present, the OPT provides the following services: (i) Grade 6 students who live less than one mile from school will be eligible for a half-fare MetroCard; (ii) Grade 6 students who live more than one mile from school will be eligible for a full-fare MetroCard; and (iii) Grades 7-8 students who live more than one and a half miles from the school will receive full-fare MetroCards.

All transportation options for special education students and students with disabilities will be provided in accordance with their IEP mandates and in accordance with all local and federal laws. Prime will also earmark funds for student transportation for field trips and other extracurricular programming and events.

I. Family and Community Involvement

Prime is a school that is grounded in the needs of families in CSD13, and thus we will operate with family and community involvement playing integral part in our students' success and our collective satisfaction. Prime strives to build a loving community for its students, and also encourages every student's family to be a part of the school. One of Prime's founders is a CSD13 parent, as is at least one of our founding board members.

Initial Family Involvement: We have and will continue to hold family and community engagement meetings every 6-8 weeks prior to opening. We will use these meetings, as we have in the past, as an opportunity to conduct focus groups where we discover more about what parents want and need for their school. In addition, prior to opening, a Parent Steering Committee will convene and provide recommendations on our proposed model and serve as a resource for further developing and strengthening partnerships with community-based organizations, which will be utilized for Prime Studio. We will also create a Family Recruitment Committee made up of parents of 4th graders in our community who intend to enroll their children in our founding 6th grade class. We will also ensure that at least one parent, community organization, and/or the Board of Trustees Family/Community Engagement Committee chair attends our teacher interviews whenever possible so that parents can become a part of the process for hiring staff at the school.

Over this summer, we will send an online survey to families and local organizations who have expressed interest in Prime so that we can collect more quantifiable data about family needs. Prior to opening, we will engage local cultural organizations (see examples below) as partners for our Prime Studio, the experiential expertise learning opportunities that students will engage with each day.

Post-Opening Involvement: Once our school is open, families will feel engaged from the beginning. Prior to the first day of school, the Principal will facilitate an intake process for each family, making recommendations and engaging in dialogue with families around which Teaching Practice is best suited to their student (there will be three options per grade level). We will host an opening celebration that our families and community partners help to design and facilitate. Our family and community engagement strategy is based on responsiveness and feedback, inclusion, and partnership.

Responsiveness: Families will receive email communication and will receive responses within 24-hours; this responsiveness will be mandatory and will be a written policy for all Prime team members. Student achievement data reports will be available via an online portal. Parent-teacher conferences will be scheduled four times per year, along with two student exhibitions (Winter and Spring). We will ensure that parents establish a Parent Association, which will convene monthly to air concerns and suggestions publicly. We see parent voices as critical to the ongoing improvement of our model, and we believe that the entire family, rather than just the student, enrolls in our school.

Inclusion: Families will be welcome anytime at Prime, to sit in on classes, use school space, etc. We will organize volunteer opportunities (particularly for any field trips and college visits) and fundraising events that involve all families and community partners. We anticipate that family involvement will also strengthen and expand our community partnerships for Prime Studio expert immersion opportunities. We will work to make our space available to the community after school hours. In addition, we believe that parents need support to ensure that we are seamlessly extending learning into the home. To that end, we will implement parent workshops on particular academic areas of focus during which we can give parents tools to help their children improve their critical thinking and problem-solving ability. Many of our Practices will use online learning programs that are available 24 hours a day, 7 days a week, and we will help parents understand how to login to these programs so that they can assist their children when they are not in school. We will also share our Personal Development curriculum with families so that they can support their children's personal development with a common vocabulary outside the school day.

Partnerships: We plan to form codified partnerships with community organizations including the Brooklyn Academy of Music, BRIC Arts | Music, the Brooklyn Museum, the Museum of African Diasporan Arts, Mark Morris Dance School, etc., along with local practices and independent professionals including physicians, attorneys, legislators, designers, musicians, journalists, and more. Prime will also seek to build strong partnerships with neighboring schools. During a meeting with CSD13 Barbara Freeman on March 2, we shared our commitment to engaging local district elementary schools that do not have an in-district middle school to refer their 5th grade

families to, and to forming close principal relationships with existing and new district middle schools to both share our successful practices and to learn from long-standing school communities. We will also seek to create professional development partnerships in which our teachers and teachers from partner schools in the district come together to model and workshop practices and lessons.

J. Financial Management

Prime's financial management policies and procedures will be designed to ensure fiscal responsibility and appropriate management of private and public funding. Prime's Board will have ultimate responsibility for approving fiscal policies and providing academic, fiscal, and regulatory oversight of the school (see *Attachment 5b*). The Executive Director will have ultimate responsibility for the school's financial management but this will be the responsibility of the Chief Operating Officer under the direction of the Board. The COO will oversee the school's financial functioning with support from Charter School Business Management or a similar financial and accounting management firm. This includes preparation of Prime's annual budget, to be conducted by a contracted financial consultant. The Board will then evaluate and vote on the proposed budget.

The Executive Director, COO, and Principal will review actual expenses regularly to ensure that spending remains consistent with the budget, and will provide updates to the Board on a monthly basis.

The Board will ensure that the budget supports the school's mission and educational priorities, that the financial management plan is comprehensive, and that each Board and staff member upholds his/her fiduciary and other responsibilities. Prime will continue to consult with Charter School Business Management and/or other third parties to secure another perspective on all policies or procedures including Board support, site visits, and back-office consultation. Procedural best practices include (i) closing books each month on a timely basis; (ii) posting transactions to a general ledger; (iii) internal spot audits; (iv) monthly budget reports with budget-to-actual reconciliations; (v) inventory of assets, including technology and equipment; and (vi) hiring an external firm to conduct audits (as discussed below).

Annual Financial Reporting and Independent Financial Audit: The Executive Director, in coordination with Charter School Business Management or another similar financial and accounting firm is responsible for closing the fiscal year on June 30 and for ensuring that Prime prepares timely and accurate financial statements. The Board of Trustees will select and hire an independent certified public accountant to ensure that the school's financial records adhere to Generally Accepted Accounting Practices (GAAPs) and to conduct an annual financial audit (which shall be reviewed by the Board, including its Finance & Audit Committee). This audit will ensure that we submit all financial reports required by NYSED, including a statement of financial position, a statement of cash flows, a statement of activities, and a schedule of functional expenses. The audit will also include a report containing any significant findings or material weakness in the financial processes of the school. This audit will be conducted in accordance with applicable accounting standards and will be included in the school's Annual Report, which will be made public on Prime's website.

Processing Payroll: The Business Manager will first develop an Excel spreadsheet containing the school’s entire payroll. The contents of this spreadsheet must be approved by the Principal. After the Principal’s approval has been obtained, the data from the spreadsheet is input into the ADP system, creating an official Payroll Register Preview. The ADP Payroll Register Preview is again approved by the Principal. Once approved, the ADP Payroll Register Preview as well as the original Excel spreadsheet are filed in the Payroll binder. This process is repeated every pay period, with any and all changes to payroll recipients or amounts reflected in the spreadsheet.

The school uses an outside service, ADP, to process its payroll. Please note, in processing payroll for any independent contractor, a W-9 form must be filled out prior to issuance of the first payment for services provided.

Payroll Processing is comprised of the following:

Responsibility	Performed by
Obtaining/Processing Payroll Information	Business Manager
Computing Wages	ADP
Performing Pay Period Activities	ADP
Preparing various annual payroll tax returns	ADP
Preparing 1099’s*	Business Manager

*for independent contractors, LLPs and LLCs only

Pay periods are semi-monthly in length. Both salaried and hourly employees are paid on the same schedule. Employees will be paid on the 15th and 30th of each month. In the event that the 15th or 30th of the month falls on the weekend, the pay date will be the preceding business day. In February, pay will be distributed on the 28th, or the next business day. All employees are paid on a 12-month schedule, regardless of whether they are 12-month employees or 11-month employees. A pay schedule will be circulated during staff pre-service for the school year.

Cutting Checks: In order to maintain the highest standard of security for any expenses paid from the school, the Business Manager will maintain all blank check stock in a locked location. All checks will be pre-numbered, voucher style, containing one stub for the vendor (attached to all outgoing checks) and one to be filed by the Business Manager with all supporting disbursement documents. Checks will be run on a bi-weekly basis, and vendors are paid based on terms of the invoices, as recorded within the system. Check preparation and signatures are prepared not later than the due date, consistent with available discounts if available.

The Principal, Chief Operating Officer, Treasurer of the Board, and the Board Chair are signatories on the checking account. The Business Manager must obtain the Principal’s signature for checks below \$2,000.00. For checks above \$2,000.00 and under \$10,000.00, the Principal and Chief Operating Officer both sign the check. Checks above \$10,000.00 require signature by both the Principal and the Treasurer of the Board. In the event the Principal, Chief Operating Officer, or Treasurer of the Board is not available for a signature, the Chairperson of the Board of Trustees will be able to sign checks in place of one of those individuals.

At the time the check is signed, any required signatories should review the supporting documentation to ensure they are signing a check for the correct amount and to the correct payee. They should also initial and date each page of the supporting documentation to indicate that the item was received and appropriate payment has been disbursed. The Business Manager staples the check stub or copy of the signed check to the top of the Cash Disbursement packet and files it in the Cash Disbursements Binder in check number order, starting with the first check after July 1st and ending with the last check on June 30th. The Business Manager mails the check to the vendor awaiting payment. Electronic fund transfers may also be used, where the same authorizations as checks will be obtained using an Electronic Payment Authorization form, see below for details. In no event shall an authorized signatory approve an invoice, execute a check, or authorize a disbursement of any kind, payable to him/herself.

Managing Student Information: The COO is tasked with the responsibility for developing and implementing systems for student information management, including enrollment, attendance and eligibility for additional services such as free lunch, special education, and ELL status. To do so, s/he will conduct an in-depth procurement process for a robust student information management systems and implement protocols for the collection, storage, data entry, and protection of student records in the school's system and also ATS, so that Prime will be consistently compliant with the regulations of the Federal Education Rights Privacy Act. S/he will conduct regularly scheduled and unannounced audits of school data. If needed, Prime will also engage consultants who can provide a selective review of the school's data systems and its accuracy in information and data collection.

K. Budget and Cash Flow

Our budget is built on conservative projections for revenue and fairly liberal projections for our expenses. This will allow us the flexibility to navigate any unanticipated financial situations that should arise. Below we discuss our budget priorities as well as a plan to address any unforeseen financial contingencies.

Priorities: Our priority is to recruit and retain high-caliber teachers who can have a transformative effect on student learning. To that end, we fund six core academic, three non-core academic, and one Special Education teacher in the first year, for 108 students. This represents an 11:1 teacher to student ratio. In addition, in order to ensure that the Principal of the school becomes a true instructional leader who can support the Teaching Practices described above, we have a three-part leadership team that consists of an Executive Director who oversees external relations, fundraising, expansion, and research and development, as well as a Chief Operating Officer who is responsible for all other operational and financial responsibilities. We also invest significantly into professional development specifically geared to develop the professional learning community we seek to fully achieve our mission.

Conservative Estimates of Revenue: Our budget has assumed that we will not raise any money from outside funders in any year of operation. We did this in order to ensure that we can run cash-flow positive in every month of every year based solely on regular per-pupil revenue and startup grants that most other charter schools receive. In addition, given that we do not yet know our

student population, we have assumed that no one in our SPED population is above the 60% funding range of an additional \$19,049 per student, which lowers the funding we project to receive. We have also assumed a lower student population (108) than our projected enrollment table.

Estimates of Expenses: We have assumed fairly high expenses in order to ensure that we have flexibility in the event of any reduced revenue. For example, our budget assumes high teacher salaries (averaging \$75,000 to \$80,000 for all core academic teachers), a 1:1 student-to-laptop ratio, full nursing expenses, a low student-teacher ratio, particularly in Year One, utilities and maintenance fees associated with a triple-net lease, a tripartite leadership model, and a liberal application of funds to savings in order to address unplanned contingencies. In addition, we have assumed throughout that we may need to lease private space, and for such private space we have assumed \$33-38 per square foot, which is \$5 per square foot higher than estimates we have received from reputable real estate brokers with knowledge of available facilities within CSD13.

We also put aside money each year, according to regulations, in the event of dissolution, and have assumed that starting in Year Three we can begin to put aside significant funds to ramp up our education program and potentially pay for a school building to lower our long-term expenses beyond the five-year budget window.

Meeting Potential Budget and Cash Flow Challenges: In the event that we need to adjust our budget given changes to our revenues and expenses, we will institute several plans of action to assure solvency. First, our leadership team and board will receive budget forecasts at least 1 quarter in advance so that we can make modest adjustments without interrupting our education program. Second, we have built into our budget several key areas where we can quickly address any shortfalls: enroll additional students to our cap; delay the launch of our 1:1 laptop model; reduce the amount of funds transferred into reserves in Years 3 to 5; slightly lower teacher and administrative salaries, or reduce or eliminate supplemental nursing expenses given that the New York City Department of Health and Mental Hygiene is mandated by law to provide nursing services to public charter schools in New York City, as required by Education Law §912 and 8 NYCCR §136.2. These changes alone will save nearly \$70,000 in our launch year, which is traditionally the financially tightest year for charter schools.

L. Pre-Opening Plan

Category	Task Description	Start & End Dates	Responsibility (See Key)
Governance	Ratify bylaws and code of ethics	Dec '15	BOT
Governance	Obtain insurance for Board of Trustees, file IRS Form SS-4, apply for unemployment number, create FOIL policy	Dec '15	BOT
Operations	Sign up for administrative access to NYSED TEACH system	Dec '15	P
Governance	Appoint Board officers, finalize Board calendar, conduct first meeting	Sep '15	BOT
Operations	Obtain 501c3 status and establish bank	Dec '15	COO

	account		
Finance	Contract with a financial consultant to establish financial systems	Dec '15	COO
Finance	Approve fiscal policies and procedures	Jan '16	BOT
HR	Recruit, interview, and hire Business Manager	Feb '16	COO
HR	Recruit, interview, and hire Chief Operating Officer	Dec '16	ED
Facilities	Negotiate and finalize facility lease (applies to private facility only)	'16	BOT
Facilities	Identify renovation needs, secure contractor, develop timeline	Mar '16	COO
Technology	RFP for technology infrastructure	Mar '16	COO
Recruitment	Recruit students: finalize and disseminate materials, hold informational sessions and community service events, home visits	1/15-3/16	LT
Recruitment	Secure lottery system preferences, conduct lottery, inform parents	Apr '16	LT
Finance	Approve budget for FY 2016-17	Apr '16	BOT
HR	Recruit school staff: draft job descriptions, post positions, interview candidates, check references	1/16-4/16	LT
HR	Finalize and distribute staff handbook/personnel policies	4/16-6/16	LT
Operations	Finalize and distribute school calendar RFP for food services: coordinate vendor evaluation of kitchen capacity, establish food service policies	Apr '16	COO
HR	Hire school staff: salary negotiations and offer letters	2/16-6/16	LT
Academics	Research, secure, and develop curricular resources; create scope and sequences and unit plans aligned with state standards and CCLS	2/16-6/16	P
Transportation	Secure transportation: contact DOE OPT, coordinate bus routes and stops, inform parents of options	4/16-6/16	COO
Culture	Finalize and distribute student handbook	4/16-6/16	LT
Technology	Install technology infrastructure	5/16-6/16	COO
Operations	Secure insurance policies		COO
Facilities	Obtain Certificate of Occupancy	6/16	COO
Culture	Conduct open houses for admitted students	6/16	LT
Operations	Obtain student records from parents, previous schools, etc.	4/16-6/16	LT
Operations	Contract with Related Service Providers	5/16-7/16	COO

PD	Prepare Summer Staff Development Institute materials	5/16-6/16	LT
Special Ed	Secure IEPs and student records	6/16-7/16	COO
	Create a draft SAVE plan, submit to NYSED	6/16-7/16	COO
Operations	Develop health/safety handbook, secure first-aid resources, train staff	6/16-7/16	COO
Financials	Complete Initial Statement of Financial Controls	7/16	COO
Operations	Finalize annual school goals	7/16	ED

Key: BOT = Board of Trustees LT = Leadership Team ED = Executive Director, COO = Chief Operating Officer, P = Principal

M. Dissolution Plan

Prime has budgeted \$75,000 in case the school is dissolved. The funds will be used to pay for related legal and audit expenses. In relation to the dissolution, the school's assets will be used to satisfy the school's debts in accordance with NYS Education Law §220. The school's remaining assets will be transferred to the NYCDOE/CSD 13. If the school closes, the Board will adopt a closure plan in accordance with law and any Closing Procedures specified by the NYS Education Department. In such an event, the Board would form a team of Trustees to oversee the closure and would work directly with the Principal and school staff to develop and implement the closure plan. The Principal would manage the day-to-day dissolution process and implement the closure plan approved by the Board (or, if the Principal is unable to carry out these responsibilities for any reason, the Board will select another full time staff member of the school to implement the closure plan).

Of course, the closure plan will ensure that parents and legal guardians of the school are informed as soon as possible about any final decisions regarding the school's closure. Such notification would be made within one week following the Board's adoption of the closure plan. In addition, the school will convene at least two public meetings for all parents and legal guardians, as well as the larger school community, in order to provide information on the closure and on the students' options for other schools in the area. The first community meeting will be held within 10 business days of the adoption of the Board's closure plan.

In addition, a list of students attending the school will be sent to CSD 13. Within 30 business days of the closing plan's adoption, the school will (i) transfer student records to the district; (ii) notify the parents and legal guardians of enrolled students of the transfer of such records; and (iii) send copies of each child's records to the child's parents or legal guardians. The school will take responsible steps to protect records and information that may personally identify students. The school's staff will also work with students and their families to identify appropriate schools with programs best suited to meet individual students' needs and to assist the students in enrolling in such schools. The staff and Board will work diligently to assist students' transitions to other schools in a manner that minimizes the disruption to student learning.

CERTIFICATION AND ASSURANCES STATEMENT

Proposed Charter School Name: Prime Public Charter School

Proposed School Location (District): Community School District 13 in Brooklyn, NY

I hereby certify that the applicant group/prospective Board of Trustees have all read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. By submitting a charter school application to the Board of Regents, the applicant group/prospective Board of Trustees understands that the Board of Regents is the authorized chartering entity with the authority to approve our application to establish the proposed charter school and enter into a charter agreement setting forth the terms and conditions under which the Board of Trustees will operate the charter school. The applicant group/prospective Board of Trustees also understands that this charter school application serves as the first component of an application for a federal Charter Schools Program (CSP) Planning and Implementation Grant. We understand that if the charter application is approved and a charter is issued by the Board of Regents, the school is qualified to receive a CSP grant, pending available funding and final approval of additional materials – including budget materials - by NYSED and by the New York State Office of the Comptroller. We agree to complete all required budget information and assurances according to forthcoming instructions and a revised timeframe to be issued by NYSED.

I hereby certify that the information submitted in this application is true to the best of my knowledge and belief; and further I understand that, if awarded a charter, the proposed school shall be open to all students on a space available basis, and shall not discriminate or limit the admission of any student on any unlawful basis, including on the basis of ethnicity, race, creed, national origin or ancestry, gender, sexual orientation, disability, intellectual ability, measures of achievement or aptitude, athletic ability, age, religion, proficiency in the English language or a foreign language, or academic achievement. I understand that the Charter Schools Act allows, to the extent consistent with Federal law, “the establishment of a single-sex charter school or a charter school designed to provide expanded learning opportunities for students at-risk of academic failure or students with disabilities and English language learners.”

The applicant group also make(s) the following assurances pursuant to Section 5203(b)(3) of Elementary and Secondary Education Act (ESEA) and the Consolidated Appropriations Act, which will be incorporated into, and made a part of, the Charter School’s charter, if granted, and be binding on the Charter School itself:

- An assurance that the charter school will annually provide the Secretary of the U.S. Department of Education and the State Education Department such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in this application;

- An assurance that the charter school will cooperate with the Secretary of the U.S. Department of Education and the State Education Department in evaluating the program assisted under this subpart; and
- That the charter school will provide such other information and assurances as the Secretary of the U.S. Department of Education and the State Education Department may require.

I, Anthony J Siddall, hereby certify that the information submitted in this Full Application to establish Prime Public Charter School is true to the best of my knowledge and belief, realizing that any misrepresentation could result in disqualification from the application process or revocation after issuance of the charter.

Signature of Proposed BOT Chair/Existing Education Corporation BOT Chair:



Date: 3/11/2015

PRIME Public Charter School

Admissions Policies and Procedures

Enrollment Policy: The Prime Public Charter School Admission Policy is designed to support its mission. Admission to Prime Public is open to all students, starting in the 6th grade.

Prime Public does not discriminate against or limit the admission of any student on any unlawful basis, including on the basis of ethnicity, national origin, gender, disability, intellectual ability, measures of achievement or aptitude, athletic ability, race, creed, national origin, religion or ancestry. Prime Public does not require any action by a student or family (such as an admissions test, interview, essay, attendance at an information session, etc.) in order for an applicant to either receive or submit an application for admission to that school.

Application and Admission Periods and Procedures: Each year, 118 6th grade seats will be available. Parents wishing to enroll their child at Prime Public can fill out an application online, by mail, or in person. The application will request basic contact information for the student and parents/guardians as well as information regarding siblings attending Prime, documentation for eligibility for free or reduced-price lunch, and an optional indication of whether the child currently receives special education services.

Outreach Plan: Prime Public undertakes a variety of measures to recruit student applicants. Efforts are made to reach all 5th grade District 13 families. These efforts include direct recruitment at CSD13 schools at middle school fairs, direct mailings through the NYC DOE-sanctioned mailing service, advertising in local media, and informational forums for prospective parents and students.

Procedures if Student Applications for Admissions Exceed Available Space: In the event that applications exceed available seats, a formal, public lottery will be conducted. Students will not be admitted prior to the lottery. To be eligible for the lottery, interested families must submit applications by April 1st at 5:00 pm. Within two weeks of this date, an admissions lottery will be conducted. During the lottery, an individual unaffiliated with Prime Public will draw names one at a time until all names are drawn, creating an ordered list of all students who have submitted an application. In allocating seats at Prime Public, first priority will be given to siblings of current students, second priority will be given to students residing in CSD 13, and remaining seats will be filled with students who do not reside in CSD 13.

Applicants not immediately selected will be added to a waiting list; students on the waiting list will be contacted by Prime when and if they are reached on the waiting list. Prime Public will keep accurate records of the waitlist containing, the names, home addresses, telephone numbers, and grade levels of students who entered the lottery but did not gain admission as well as efforts to contact them if reached and the enrollment outcome.

Procedures for Student Transfer: Prime Public is a public school of choice, both for application and withdrawal. Circumstances may arise where parent or guardian may wish to transfer his or her child to a different school. With parent or guardian permission, students may withdraw from Prime Public at any time. School personnel offer to meet with the family and discuss the reasons for the desired withdrawal from the school, as well as to seek solutions to any problems that arise from these discussions. If the parents or guardians still wish to transfer their child to another school, the staff at Prime Public will make every reasonable effort to help the student find a school that better serves the student's needs. Prime Public will ensure the timely transfer of any necessary school records to the student's new school.



April Gariepy <aprilgariepy@gmail.com>

FW: Thank you from Sammi

Oerlemans Sompon (CFN 107) [REDACTED]

Thu, Mar 12, 2015 at 12:44 AM

To: [REDACTED]

From: Oerlemans Sompon (CFN 107)
Sent: Saturday, March 07, 2015 4:04 PM
To: Freeman Barbara
Subject: RE: Thank you from Sammi

Dear Superintendent Freeman,

Thank you so much for your email, and thank you for sharing the Prime documents with the CEC and District Leadership Team-- I hope they will become as excited about Prime as I am.

Below is the email I hope to send to the principals. I welcome your feedback, as always! I will attach the same documents that I share with you in person.

Many thanks and enjoy the weekend!
Sammi

Deputy Network Leader
[REDACTED]

CFN 107: A Network of Dynamic Learning Communities
visit our website at www.cfn107.org<<http://www.cfn107.org>> and follow us on twitter @cfn107

Dear Principal,

My name is Sammi Oerlemans and I am the Deputy Network Leader of CFN 107. I am writing to you as I am the proposed leader for a potential new charter middle school opening in District 13 in September of 2016.

Before I begin to tell you about the proposed school, Prime Public Charter School, I want to assure you that I am not interested in a co-location with a public district school. As a Deputy Network Leader, I have supported three schools during the co-location process. Co-location with a charter school creates a very difficult situation and I am not interested in being on the other that side of the battle. As school leaders, we all have too much work to do with our students that we simply don't have time to deal with issues around space.

If Prime Public is approved, I am really interested in building relationships with District 13 elementary schools. Prime Public is built on a unique model of education. Instead of the traditional middle school model of 30 to 35 students per class, who travel to different subjects taught by different teachers throughout the day, Prime students are taught by a trio of teachers (called Teaching Practices) who teach the core subjects areas. This allows for a much lower student-to-teacher ratio and much more flexibility for small group instruction throughout the school day. However, students are not just randomly placed with a Teaching Practice; families have significant choice about which Teaching Practice is the best fit for their children. Teachers at Prime also have significant autonomy within their Teaching Practices, from how to spend classroom budgets to the fact that their salaries are based on how many students they teach.

In addition to the core Teaching Practices, Prime students also spend time daily with Personal Development Team (advisors), and a Prime Studio (where students deeply study a subject of their interest). My hope is that through three years of personalized learning in a rigorous academic environment, coupled with a strong advisory and unique electives program will ensure that all Prime students are ready to tackle the many challenges of high school.

At Prime Public, we will welcome all kinds of students, and we are especially interested in those children who will benefit from a personalized education in middle school. Additionally, charter schools historically don't retain many special education or English Language Learner students, but Prime's model stems from best practices that support these students. I know that the middle school adjustment can be very difficult for many students and my hope is that Prime's model of personalized education will provide the support needed so that no child slips through the cracks.

If our charter is approved I'd love to share more information with you and your school community. In the meantime, I know you are very busy but I have attached our Letter of Intent that was submitted and approved by NYSED as well as a one-page about how we personalize learning, in case you are interested in learning more about Prime Public.

Many thanks for your time and I hope to meet with you or members of your school community in the near future,
Sammi

From: Freeman Barbara
Sent: Wednesday, March 04, 2015 12:52 PM
To: Oerlemans Sompon (CFN 107)
Subject: RE: Thank you from Sammi

Hi Sammi,
I don't mind looking at the email first, so feel free to send it. I have already spoken to the CEC and the District Leadership Team about our meeting and shared the handouts. I did let them know it was a good meeting and the commitment for m Prime to work collaboratively with the district schools.

From: Oerlemans Sompon (CFN 107)
Sent: Wednesday, March 04, 2015 12:26 PM
To: Freeman Barbara
Subject: Thank you from Sammi

Dear Superintendent Freeman,

It's Sammi from CFN 107 and Prime Public Charter School. I would like to thank you for taking time out of your very busy day to meet with me and my colleague April.

If Prime Public does become a reality, I want to assure you of a few things. As person who has spent her entire career as a teacher and administrator in the DOE, I really respect and value district public schools, the Chancellor, and all that the NYC DOE offers to children.

To that end, I want to assure you that Prime Public is not looking to co-locate within a DOE space. We are actively seeking school space and have allocated a significant amount of money in our budget for renting a space. In addition to attempting to rent private space, Prime plans to spend a significant portion of its budget on teaching staff. We are anticipating hiring 9 classroom teachers for our first year (for 108 students), so I believe our personalized model will be unique to District 13 and could serve as a choice for parents looking for small school with faculty who will know their students well.

I would also be interested in forging a relationship with the new District 13 middle school principal (when he or she is decided) so that we might present our schools as two viable options for District 13 families. I have a dream that if Prime should open, Prime and its neighboring schools could serve as a model for how charter, public schools and a superintendent could work together, for the success of all students, within the same district.

I am interested in reaching out via email to the principals of PS 20, PS 11, PS 9, and PS 56. If you would like to see the email first, just let me know and I will send it to you for your approval. I know you are so very busy with hiring and QRs and PPOs, that I don't want to add anything to your plate. Please let me know what is comfortable for you.

Many thanks again for time on Monday,
Sammi



April Gariepy <[REDACTED]>

Community Outreach Assistance for Prime Public Charter School

April Gariepy <[REDACTED]>

Thu, Mar 12, 2015 at 2:43 PM

To: [REDACTED]

Cc: Jonathan Skolnick <[REDACTED]> Sompon Oerlemans <[REDACTED]>

Hi Dominique,

Thanks again for taking the time to talk with me today. As we discussed, Prime Public is a 6-8 middle school proposed to open in Brooklyn's CSD13 the fall of 2016. Prime's mission is to ensure that all students master college- and career-ready standards, demonstrate healthy habits of mind and body, and develop creative or career-driven expertise in an area of their choice. We achieve this by empowering teachers to design personalized learning environments in which students can realize their academic and personal potential within a loving and challenging community (more information is available at www.primepublicschools.org).

I am so appreciative of your offer to directly connect us with the community leaders we discussed:

- Anthony Sosa, President of Ingersoll Residents Association
- Darryl Burgess, Vice President of Ingersoll Residents Association
- Tameeka Ford, Director of After-School Programs for University Settlement
- Samantha Johnson, Director of Ingersoll Community Center for University Settlement
- Isabella Lee, President of Walt Whitman Tenants Association
- Reverend Lucas from Brooklyn Community Church at P.S. 67
- Community leaders from Church of the Open Door

Please share this message, including my email address and phone number, with these leaders and anyone else who you think may be interested in providing input into the development of a new middle school option for CSD13 families. I've copied Prime's co-founders here. Jonathan, our proposed Executive Director, Sammi, our proposed Principal, and I would love the opportunity to meet with you as soon as possible -- I'll contact Matthew to schedule.

We are deeply appreciative of your support!

Thank you,
April Gariepy

[REDACTED]
[REDACTED]org



American Federation of Governmental Employees
AFGE Local 913
26 Federal Plaza
Room 32-100
New York, NY 10278
Phone # 212-264-8000 ext. 7777
FAX # 212-264-3273

Chancellor Merryl H. Tisch
New York State Board of Regents
Charter School Office
89 Washington Avenue
Albany, New York 12234

Dear Chancellor Tisch,

AFGE Local 913 of the United States Department of Housing and Urban Development (HUD) is requesting your support in assisting our low income residents with obtaining a quality middle school in District 13. Many of our residents living in public housing and subsidized housing in Fort Greene, Clinton Hill and Bed-Stuyvesant complain to us during town hall meetings and tenant association meetings on the lack of quality middle schools in District 13. Our union is advocating for these families because they are voiceless and they do not have anyone to advocate their needs. Please support these high need families with improving the education of their children by approving the opening of Prime Public Charter School for the 2016-17 school years. We believe every child has the right to a great education and we want our low income families to benefit from a community school such as Prime Charter School. A quality education is the only opportunity many of students have in improving their lives. Thank you for your time and consideration for Prime Public Charter School's application.

In Solidarity,

Victor Oluwole
Union President of AFGE Local 913

Purvis J. Behan Public School 11

419 Waverly Avenue
Brooklyn, New York 11238
Tel.: 718.638.2661 Fax: 718.622.3028

Ms. Abidemi Hope
Assistant Principal

Mr. Alain Beugoms
Assistant Principal, IA

Department of
Education
Debra M. Walcott, Chancellor

Ms. Alonta Wrighton
Principal

Chancellor Merryl H. Tisch
New York State Board of Regents
Charter School Office
89 Washington Avenue
Albany, New York 12234

March 9, 2015

Dear Chancellor Tisch,

I am pleased to write this letter of endorsement for the establishment of Prime Public Charter School. The constituency of District 13 will undoubtedly embrace the potential of this new quality middle school option. In fact, the district superintendent created a task force to address the dearth of superior secondary school alternatives. Having met and interacted with the founders of this program, I am quite confident that they share the same zeal, drive, passion and conviction for the scholastic and social development of children that we have here at PS 11.

As a matter of full disclosure, my support for this endeavor is not completely altruistic. Public School 11 is a Blue Ribbon Award winning school that offers a rigorous academic curriculum, a wide array of arts and athletic enrichment opportunities, as well as numerous partnerships throughout the region. Yet, for many years now we have lost a number of our higher performing students to elementary schools in zones which would allow them access to more favorable choices for middle school. The opening of Prime Public Charter School would indeed improve our prospects of retaining these students.

In closing, I have been a member of the Clinton Hill area for nearly 50 years. I realize a neighborhood is only enhanced by the existence of quality schools. When appraising the Prime Public Charter School application please take into account the impact it will have on the entire community. Thank you in advance for your time and consideration

Sincerely,



Clement Rand,

Parent Coordinator, Public School 11



BROOKLYN HIGH SCHOOL OF THE ARTS



Margaret Lacey-Berman
Principal

345 Dean Street, Brooklyn, NY 11217

*Phone 718.855.2414

*Fax 718.852.8734

Rodney Harris
Assistant Principal
Math

Robert Quinlan
Assistant Principal
Humanities

Daniel Vecchiano
Assistant Principal
Fine Arts-Performing Arts

Brian Weit
Assistant Principal
Student Life

March 11, 2015

To the New York State Charter School Office,

I am writing this letter in support of granting a charter to create Prime Public Charter School. As the principal of the Brooklyn High School of the Arts, I am all too aware of the need for stronger middle schools within District 13. The students of Brooklyn deserve diverse middle school options and Prime Public should be one of those options.

As the principal of an arts-focused school, I believe that Prime Public's balance of rigorous academics, social-emotional support, and studio-based intensive learning will be model of success and will help educators rethink how they address middle school learning. I envision Prime Public to be a place that helps adolescence learn and flourish, and prepares them for the complex challenges of high school.

As a New York City Department of Education principal, I welcome Prime Public Charter School and look forward to building a relationship with them, and recruiting their graduates to attend Brooklyn High School of the Arts.

Sincerely,

Margaret Lacey-Berman
Principal



The Purvis J. Behan School
419 Waverly Avenue
Brooklyn, NY 11238
718-638-2661 phone
718-622-3028 fax

Alonta Wrighton
Principal

Abidemi Hope
Assistant Principal

Alain Beugoms,
Assistant Principal, I.A.

Parent Teacher Association

Cynthia McKnight
Co-President

Tauheedah Yasin
Co-President

Simone LeConte
Co-Vice President

Wendy Watel-Burno
Co-Vice President

Katie Hale
Treasurer

Gabrielle Walcott
Recording Secretary

Joshua Bloodworth
Financial Secretary

Kate Sutherland
Communications Secretary

Grace Hargrove
Fundraising Chairperson

WWW.PS11BROOKLYN.ORG

Chancellor Merryl H. Tisch
New York State Board of Regents
Charter School Office
89 Washington Avenue
Albany, New York 12234

March 2, 2015

Dear Chancellor Tisch,

As a parent of a 4th grade student at P.S.11 Purvis J Behan Elementary School in Brooklyn's Community School District 13, I am writing to support the approval and opening of Prime Public Charter School for the 2016-17 school year. I attended meetings by the founders of Prime Public with other community members to learn details about their proposed model, and I believe it will be a great option for families in our district looking for a high quality middle school. I believe this school will address my student's particular talents and learning needs especially since he has IEP, tailoring curriculum and enrichment to keep my child engaged throughout middle school while working to support his personal growth as a member of a larger community.

Without the establishment of Prime, there is no middle school within our Community School District that I feel will be a viable option for our family. It is really disheartening that the only school that presently meets my son's need is private school, which is not affordable for my family. Please consider our community's needs in making your decision. Thank you for your consideration of Prime Public Charter School's application.

Sincerely,

Cynthia McKnight
Co-PTA President of PS11
cynthiamcknight@gmail.com
(718) 757-6245

Chancellor Merryl H. Tisch
New York State Board of Regents
Charter School Office
89 Washington Avenue
Albany, New York 12234

March 3, 2015

Dear Chancellor Tisch,

As an employee of the New York City Department of Education and most importantly, as a parent of a student at P.S. 9 and resident in Brooklyn's Community School District 13; I am writing to provide my unwavering support for the approval and opening of Prime Public Charter School for the 2016-17 school year. The founders of Prime reached out to me and other members of our community to share information about their proposed model. Founders also convened several community meetings to hear what parents in the community are looking for in a middle school. They were a caring and captive audience, listening to all of the hopes and dreams we have for our children and their continued education in D13.

As a district with limited middle school options, Prime Public Charter School will no doubt be a great option for families. I believe this school will address my student's particular talents and learning needs. As a mother it is important that my child be engaged throughout her middle school experience and have a curriculum that is tailored to her talents and learning needs all while being grounded in her current community.

Without the establishment of a high quality middle school like Prime, there is currently no middle school within our Community School District that I feel will be a viable option for our family. While making your decision please consider the needs of our community. My family and I thank you for your consideration of the Prime Public Charter School application.

Sincerely,



Candice Horton



BARD High School Early College Queens

30-20 Thomson Avenue, Long Island City, NY 11101

718-361-3133

March 9, 2015

Dear members of the New York State Education Charter School Office,

I am writing in support of Sompon (Sammi) Oerlemans' application to head the newly proposed School, Prime Public Charter School. I was a first time principal when I founded the Bard High School Early College (BHSEC) Queens in 2008. Since 2009, Ms. Oerlemans has been supporting my development as a principal.

In our early days, I called upon her aid for every type of technical question that arose. Wide-ranging examples included: how to order Regents exams, how to navigate the pilot version of the iPlan portal for submission of the Comprehensive Education Plan; how to effectively establish an Inquiry Team to support students in the lowest third; who to talk to at the Integrated Service Center for picking up ELL exams; where to find the faculty mentoring regulations and which web site was required for logging mentoring hours. She was a master at navigating 'the system' and knowing who to talk to along the way. As a new principal who was unfamiliar with New York City public schools, I relied on her input for helping me to do the same as BHSEC Queens was just beginning.

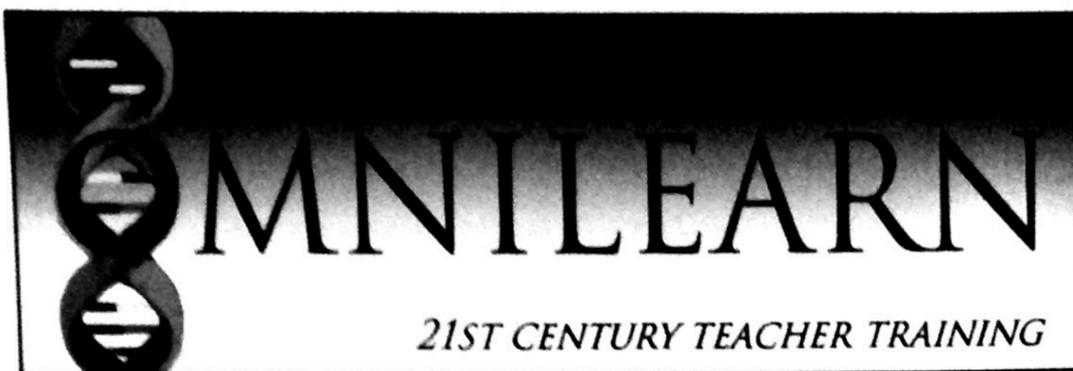
I was impressed that this young woman who had so much information at her fingertips, had the ability to support a principal unfamiliar with the systems without ever making me feel incapable. In fact, to the contrary, she inspired me to have confidence in myself and to take on additional projects. She would send "gentle reminders" about ordering Regents, or submitting reports, or completing mandatory surveys so that I could focus on creating an academic culture in our school knowing that the compliance issues would not fall between the cracks. It was very effective for my development as a principal, and now in my seventh year in this role.

As the school has matured, and the deadlines and systems became more familiar to me, Sammi's support shifted to professional development for our faculty. Since our third year, I have collaborated with Sammi on teacher observation practices, feedback protocols, and preparing faculty for tenure.

In the sixteen years that I have been a teacher and an administrator, I have worked with faculty members, administrators, and bureaucrats. Sammi Oerleman is among the best colleagues in that she inspires others to do their best. She is hard working, resourceful, smart, motivated, caring, and thoughtful about education. I believe she is a natural to lead a new charter school. I give her my highest recommendation and know that she will be a successful principal of Prime Public.

Sincerely,

Valeri J. Thomson, Principal
Bard High School Early College Queens



March 12, 2015

Dear Chancellor Tisch,

I am writing in support of the application submitted by the Prime Public Charter School in Brooklyn, NY.

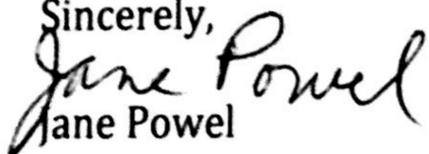
I deeply respect and admire the keen intellect, and genuine passion of its Executive Director, Jonathan Skolnick. I was fortunate to work with him as both a student in my gifted program in Roslyn, as well as a colleague in my company, OmniLearn. I know he will dedicate himself to ensuring the school provides each student with the creative problem-solving, and critical thinking skills necessary to flourish in our global society. He will also focus carefully on each teacher as an individual, encouraging them to seek new challenges and perfect their practice, in a supportive learning community.

I was thrilled to hear about Mr. Skolnick's vision for Prime Public. It will be a beacon of opportunity for the families in District 13, with its focus on flexible, real-world, interdisciplinary learning. For the past 6 years, OmniLearn staff has been providing state-of-the-art STEM labs and projects for PS 9 students through our Future Scientist Camp, so we are familiar with their talent, hopes and dreams.

My endorsement of the Prime Public team and their philosophy about the roles of teachers, students and parents in the learning process is heartfelt and based on 40 years of experience. I have dedicated my life to teaching, and celebrate those among us who work tirelessly to understand the neuroscience of learning and memory, as well as master the art of reaching every child. I began this quest in 1974, enjoying opportunities to work with pre-k through high school students from NY to California. Working as the Education Manager of the Dolan DNA Learning Center at Cold Spring Harbor Laboratory under James. D. Watson opened my eyes to the chasm between the lab bench and the classroom. Immersed in a world of Nobel Laureates, I was inspired to model best practices in science and engineering for teachers and students.

Thank you for your years of dedication to our students. I hope we can celebrate the opening of Prime Public next fall!

Sincerely,


Jane Powell

President, Omnilearn Corp.

90 William Street, Suite 15A • New York, NY 10038

Tel 646.964.4059 • Fax 646.964.4962

www.omnilearncorp.com

PRIME Public Charter School

PRESS RELEASE

For immediate release

Contact person: April Gariepy

Company name: Prime Public Charter School
(proposed)

Telephone number: 917-443-6192

Email address: april.gariepy@gmail.com

Website address: primepublicschools.org

Prime Public Charter School aims to offer new middle school option in District 13

Brooklyn, NY, Feb. 5, 2014 — A new group of educators and District 13 parents has come together to begin the application process for a new public charter middle school option in District 13. According to its mission, Prime Public Charter School, which would open in 2016, aims “to ensure that students learn the knowledge and skills to become happy, healthy, helpful, and honorable citizens...by empowering teachers to design personalized learning environments in which students can realize their academic and personal potential within a loving and challenging community.”

The group started its design process by thinking about what it would take to personalize learning and professionalize teaching, and realized that existing models do not provide either students or teachers with the flexibility and high expectations necessary to change academic outcomes. “We started with the belief that we could personalize the learning experience and make it more relevant for every student without sacrificing the highest levels of academic rigor that students will need to become successful,” explains Founding Team member Jonathan Skolnick. “So, for example, instead of just randomly assigning students to teachers, we will actually work with parents to match their children to the teachers who can make a transformational difference in their learning. Those teachers help students master critical thinking, communication, and problem solving. Then we provide a robust social-emotional health curriculum to help students to form healthy relationships with themselves and others. And finally, our PRIME Passion Teams provide experiential and authentic opportunities for students to learn alongside real-world mentors.”

The group is currently meeting with local families and elected officials to get feedback and understand families’ needs. The Prime team is particularly interested in recruiting students with diverse special needs who might benefit from an innovative and personalized school experience. Those interested in learning more can visit primepublischools.org, where they can share ideas and offer feedback.

####

PRIME Public Charter School

PUBLIC NOTICE

For immediate release

Contact person: April Gariepy

Company name: Prime Public Charter School

Telephone number: [917-443-6192](tel:917-443-6192)

Email address: april@primepublicschools.org

Website address: primepublicschools.org

Community Meeting Saturday, April 18

Prime Public Charter School aims to offer new middle school option in District 13

Brooklyn, NY, March 7, 2015 — A new group of educators and District 13 parents has come together to begin the application process for a new public charter middle school option in District 13. According to its mission, Prime Public Charter School, which would open in Fall 2016 with approximately 108 6th graders, aims to “ensure that **all** students master college- and career-ready standards, demonstrate healthy habits of mind and body, and develop creative or career-driven expertise in an area of their choice.” The school will do this by “empowering teachers to design personalized learning environments in which students can realize their academic and personal potential within a loving and challenging community.”

The group has been invited by the New York State Education Department to submit a charter for review in the first round. During this important preparation phase, Prime founders are meeting with local families and elected officials to get feedback and understand families’ needs. The Prime team is particularly interested in recruiting students with diverse special needs who might benefit from an innovative and personalized school experience.

A public meeting will be held on Saturday, April 18 from 5-7:30pm at Bija (900 Fulton Street in Brooklyn). Those interested in learning more can visit primepublicschools.org, where they can share ideas and offer feedback.

####

PRIME Public Charter School

Prime Public is a proposed new charter school opening in Brooklyn’s Community School District 13 in the 2016-17 school year. We will start with grade six, ultimately becoming a full middle school with the potential to add high school grades as well.

Our mission is to ensure that students learn the knowledge and skills to become happy, healthy, helpful, and honorable citizens. We achieve this by empowering teachers to design personalized learning environments in which students can realize their academic and personal potential within a loving and challenging community.

The Basics: We provide students with three types of learning environments during a longer and more flexible school day and school year: a Core Teaching Practice, a Personal Development Team, and a PRIME Passion Studio. The combination enables us to help students:

- master college and career-ready standards
- develop social-emotional health
- develop a creative or career-driven expertise in an area of their choice

Our model is particularly well-suited to serve students with diverse special needs.

To ensure that we recruit and retain high-quality teachers, we offer teacher teams the opportunity to start and manage their own Teaching Practices, which receive both support and significant autonomy. New practices start with fewer students and are compensated based on the number and challenge-level of their students. Once they demonstrate results, the principal can raise the cap for a Teaching Practice, allowing our best Teaching Practices the opportunity to earn more and reach more students. Below we show how these Core Teaching Practices interact with Personal Development Teams and Passion-Based Learning Studios to achieve PRIME personalization:

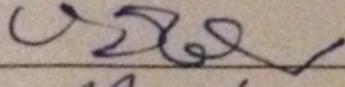
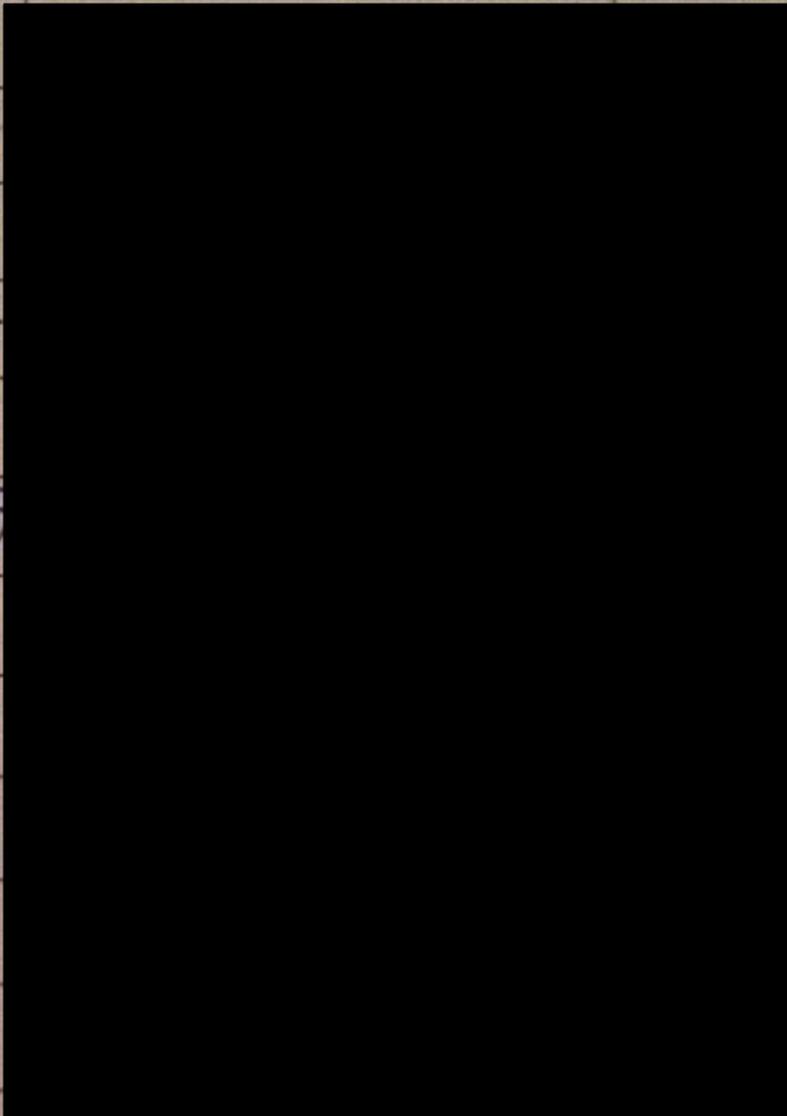
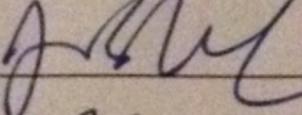
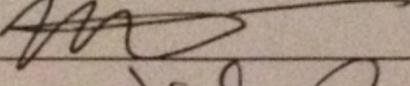
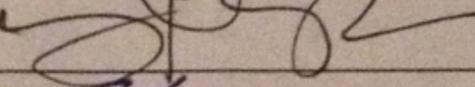
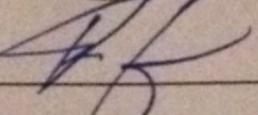
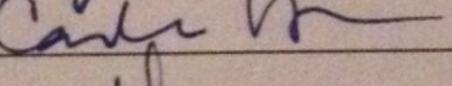
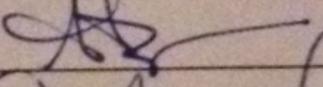
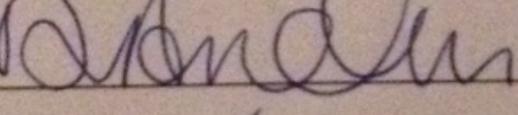
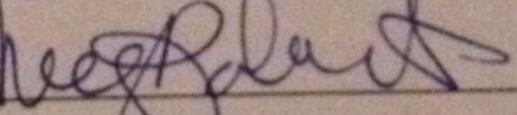
	Core Teaching Practices	Personal Development Teams	Passion-Based Learning
Pathways and Pacing	Students can move through core subject-area blocks at their own pace using blended learning and self-paced performance tasks.	Students develop a personal development plan whose pace is customized for their needs.	Students learn to manage their own time as they create high-quality products.
Relationships	Students are carefully matched to a Practice that they may work with for multiple years.	Students learn skills to build strong relationships both with others and with themselves.	Students form relationships with mentors from the community that can last for years.
Interests and Identities	Students learn literacy, numeracy, and critical thinking skills through relevant, current-events driven problems and prompts.	Students explore their own identities through our personal development curriculum.	Students explore their own interests by exploring projects and careers they care about.
Methods to Mastery	Teachers help students use the learning modality that works best for them.	Students create unique strategies for developing personal character.	Students work on project types of their choice.
Environments	Practices have unique schedules based on student need.	Students learn to navigate their behavior in multiple environments.	Students can work at home and in the community, 24/7.

Passport Academy Community Meeting
 Monday, January 19th, 2015

Name	Affiliation (if applicable)	Email Address
April Ganepf	founding team	
Sammi Oerlemans	Founding Team	
Jonathan Skolnick	Founding Team	
Wendy Watel-Burno	friend of April Pff	
Josh Skolnick	bro of Jon	
George Sottles	friend of April ☺	
J. SCHULTZ + C. OERLEMANS	FAMILY OF SAMMI	
Guerschmide S. Smith	Friend of April	
Candice Horton	friend of April	
Megan Roberts	friend of Jon	
Rachel Doriss	friend of April	
Cynthia McKnight	Friend of April	
Kai Gilchrist	friend/family of April	
Rich Novak	Friend of April	
Jan Powell	OMNI LEARN	

Prime Public School Community Engagement Meeting

Friday, February 27th 2015

Name	Signature	Contact Email
MAY A Isis		
JOHN SKIPPINGTON		
Mitch Epeneter		
Lauren Maples		
Tyler Chalfin		
CYNTHIA McKnight	Cynthia McKnight	
Candice Horton		
Aisha Domingue		
Natalie Andresen		
Sompon Oerlemans	Sompon Oerlemans	
Megan Roberts		

PRIME Public Charter School

First Year Calendar

July

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

August

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

September

M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

8: All intake assessments and MAP 1 administered

October

M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

November

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

December

M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

9 & 10: Parent-Teacher Conferences
23: MAP 2 administered

23: Winter Showcase

January

M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

February

M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28			

12 & 13: Parent-Teacher Conferences

March

M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

1: MAP 3 administered
23 & 24: Parent-Teacher conferences

April

M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

May

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

26: Spring Showcase
30: MAP 4 administered

June

M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

1 & 2: Parent-Teacher Conferences

July

M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

Key:

- = school closed
- = teacher professional development
- = school in session

PRIME Public Charter School

First Year Calendar

July

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

August

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

September

M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

8: All intake assessments and MAP 1 administered

October

M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

November

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

9 & 10: Parent-Teacher Conferences
23: MAP 2 administered

December

M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

23: Winter Showcase

January

M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

12 & 13: Parent-Teacher Conferences

February

M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28			

March

M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

1: MAP 3 administered
23 & 24: Parent-Teacher conferences

April

M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

May

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

26: Spring Showcase
30: MAP 4 administered

June

M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

1 & 2: Parent-Teacher Conferences

July

M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

Key:

- = school closed
- = teacher professional development
- = school in session

PRIME Public Charter School

Student Discipline Policy

The basic goal for these guidelines is to create and maintain an environment that allows for a positive social and educational experience at Prime Public Charter School. We feel that good discipline grows out of an orderly and loving environment in which students have a positive role model for their behavior. For this reason, the entire Prime Public staff will be clear about our rules and procedures and uphold and enforce them with calm consistency. All staff must hold themselves and each other to high standards of professional behavior. The Prime Public system of discipline is built on personal accountability, which is understood to mean:

- Recognition that misbehavior damages relationships between the person or persons who misbehaved, the person harmed by the behavior, and the community as a whole;
- Having an opportunity to repair harm done and restore relationships whenever possible, as opposed to exclusion;
- Building personal responsibility by helping individuals develop internal control and motivation;
- Maintaining boundaries / limits that preserve the safety and integrity of individuals and the school community.

At Prime Public, we will practice healthy methods of conflict resolution, positive discipline, and Restorative Justice that will foster positive interactions so that genuine learning can occur.

Guidelines for Expected Behavior During Prime Core, Prime Journeys, and Prime Studio

- We expect students to treat each other, their teachers, and all parents with courtesy, kindness and respect.
- We expect students to behave in a manner that supports a safe and positive learning environment.
- Students can leave the classroom with permission.
- We expect students to be at school and in classes on time for every lesson.
- Courtesy is expected at all times. Hitting, kicking, throwing objects, fighting, swearing, and bullying are not allowed.

Electronic Devices

Prime Public has a policy that personal cell phones and other electronic gear must remain in a backpack. If a student uses one of these devices during school

Hours, the device will be confiscated and the student may take it home at the end of the day.

PRIME Public Charter School

Disciplinary Procedures

Children feel more secure and act more responsibly when expectations for good behavior are clear and consistent. However, we know it is developmentally appropriate for our adolescent students to challenge rules and boundaries on occasion. The basic premise for conduct at Prime Public Charter School is to create and maintain an environment that allows for a positive social and educational experience and provides a safe environment for all. Therefore, hurtful words and actions are not tolerated.

Prime Public believes in Restorative Justice practices. This represents a philosophy and a process that acknowledges that when a person does harm, it affects the persons they hurt, the community and themselves. When using Restorative Justice, an attempt is made to repair the harm caused by one person to another and to the community so that order is restored for everyone. By applying Restorative Justice, Prime personnel have another tool to use with children and youth to repair harm and teach problem solving skills. We use a three-part approach to discipline:

- Part One: Creating and Modeling a Common Culture
- Part Two: Strong Relationship-Driven Teaching Practices
- Part Three: Data-Driven Diagnosis and Intervention

Restorative Justice guides teachers to teach children self-control through an understanding of personal needs, the use of problem solving skills and an expectation that children and adults can make amends for the harm that they cause. To this end, Prime's founding class will elect student members to represent a Jury of Peers. When a student misbehaves, the teacher or adult in charge will handle the situation with a sense of immediacy and tact, striving to enact discipline that creates consciousness for the deed, and then refer the student to the Jury of Peers. This student jury will be responsible for handling consequences for student infractions that do not warrant suspensions (see suspension criteria below) and will also handle student re-entry after suspension.

With serious or repeated infractions, these additional steps will be taken:

- The student's family will be contacted as contacting the student's parents
- The Jury of Peers, along with the Prime Journeys Team will develop a plan of action for the student to follow
- An offending student is given the opportunity to participate in a Restorative Justice process as a means of making things right for victims and the school community. Some models that can be used are:
 - Peace making circles: group of individuals address issues in school.
 - Restorative meetings: wrongdoing occurs; classroom discusses impact on fellow students and school community.
 - Conferencing: conversation among people affected by behavior to explore the harm and how individuals were affected and how to repair the harm with a plan.
 - Choice: students can choose between serving detentions and participating in a series of meetings with an assigned mentor (not necessarily someone from Prime). As Prime Public grows, we will eventually ask graduates to serve as mentors to the Prime students.
- Follow-up meetings will be held with the student to evaluate the effectiveness of the plan

PRIME Public Charter School

The Principal, in some cases, such as fighting, bullying, hazing, or sexual harassment, may find that an in-school suspension is necessary for a student to become more conscious of a serious or recurring problem. Students on in-school suspensions receive all classroom assignments and are able to make adequate academic progress and participate in assessments. In extreme cases in which students are engaging in dangerous behavior, an out-of-school suspension may be warranted. In such cases, parents or guardians will be notified and families have the right to a hearing with the Principal to present their case and an opportunity to appeal a long-term suspension to the Board or a subcommittee of the Board. Out-of-school suspensions in excess of ten days will only be recommended when students commit the most serious infractions in Level 5 of the NYC DOE Discipline Code, such as assaulting a staff member. In such cases, formal hearings will be held with the student and his/her family, as well as with anyone else involved in the incident, where they will be provided Due Process. Any student who is suspended will participate in a restorative circle upon their return in order to ensure that the student is fully reintegrated into the community in ways that allow them and the learning community to fully heal and progress. In the rare case that at Prime student commits an infraction that warrants an expulsion, like with a suspension, the student is provided with Due Process, and all the rights afforded by State or Federal Law, including at a minimum, parental notice, a hearing, and the right to appeal. Final decisions will be made by the Prime Board of Trustees, or a subdivision thereof.

Both in-school and out-of-school suspensions are made known to the school staff and the student's family and include clear timeframes and well-defined steps (as decided by the Jury of Peers) for re-entry. When infractions of this magnitude occur, many of the student's teachers (Prime Core, Prime Journeys, Prime Studio) and the Principal form a Student Support Committee to help the student identify challenges and new responses. The committee will meet with the parents and the student regularly for a period of time and periodic evaluations will determine if sufficient progress is being made toward integrating the student back into life at Prime.

PRIME Public Charter School

TABLE 1: APPLICANT GROUP INFORMATION							
*Minimum of 5 members must be designated as Trustees							
NAME OF APPLICANT GROUP MEMBER	EMAIL ADDRESS	CURRENT EMPLOYMENT	RELEVANT EXPERIENCE, SKILLS, AND ROLE ON APPLICANT GROUP (Key Words)	PROPOSED ROLE (if any) (Trustee, Employee, Consultant, or None Continuing Role)	PROPOSED POSITION ON THE BOARD (e.g., officer, trustee, or constituent representative)	LENGTH OF INITIAL TERM	VOTING MEMBER (YES OR NO)
Jonathan Skolnick	[REDACTED]	Harvard University - pursuing a Doctorate in Education Leadership	Jonathan has 11 Years of direct educational experience in the classroom; providing professional development; in the NYCDOE's Office of Innovation, and working with charter schools and CMOs serving high-needs students: <ul style="list-style-type: none"> • Doctorate of Education Leadership, Harvard University (in progress) • Lead Author, Caliber Schools Charter Application Education Program (opened Aug 2014) • Senior Director, NYCDOE Office of Innovation • Founding team and Director of Field Operations, School of One • Project Manager at 	Executive Director	N/A	N/A	N/A

PRIME Public Charter School

			<p>NYCDOE Office of School Leadership (led creation of Principals' Portal and Teacher Development Toolkit)</p> <ul style="list-style-type: none"> • Instructional Designer at Omnialearn, a K-8 STEM company • NYC Teaching Fellow and HS Social Studies Teacher • MST Pace University, BA Brown University <p>Key Skills: School Design, Startup Management, Learning Theory, Team and Adult Development</p>				
<p>Sompon Oerlemans</p>		<p>NYCDOE - Deputy Network Leader</p>	<p>Sammi has 14 years of instructional leadership experience at middle schools and high schools throughout NYC:</p> <ul style="list-style-type: none"> • Deputy Network Leader, CFN107 • NYC Leadership Academy Graduate (2008) • Founding Middle School English Teacher • MA New York University, BA New York University <p>Key Skills: Instructional leadership, teacher development, adult</p>	<p>Principal</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

PRIME Public Charter School

			learning, developing professional learning communities, new community school development				
April Gariepy		Achievement First - Director of network support recruitment and strategy	<p>April has 12 years of experience working in leading CMOs and educational non-profits around community and parent engagement as well as performance management and strategic communication:</p> <ul style="list-style-type: none"> • Achievement First - Director of Network Support Recruitment and Human Capital • P.S. 11 School Leadership Team (SLT) elected parent member • Compass Charter School Advisory Board member • TNTP - Performance Management Group • La Cima Elementary Charter School - Director of Strategy and Planning • NYCDOE Talent Office - Communications Director • MPA Baruch College (National Urban Fellow), BA Bridgewater State University 	Chief Operating Officer	N/A	N/A	N/A

PRIME Public Charter School

			Key Skills: Human capital strategy / external relations				
Guerschmide Saint-Ange		Achievement First - Director of External Relations	<p>Guerschmide is an East New York native with eight years of experience engaging family voice and choice to assure a responsive, collaborative Board:</p> <ul style="list-style-type: none"> • Director of External Relations, NY - Achievement First • Director of Advocacy and Parent Engagement, Achievement First • School Support Specialist, Achievement Network • 7th, 9th, 10th Grade English Teacher, Norfolk and Newport News, Virginia • MA Harvard University, BA Hampton University <p>Key Skills: Community Outreach and External Affairs</p>	Trustee	Trustee	2 Years	Y

PRIME Public Charter School

<p>Stacey Gillett</p>		<p>Bloomberg Philanthropies</p>	<p>Stacey managed the budget for a \$70 million innovation division and will ensure that innovation and high-quality execution go hand-in-hand. She has expertise in government innovation and political engagement:</p> <ul style="list-style-type: none"> • Government Innovation, Bloomberg Philanthropies • Exec. Dir. for Strategy and Sustainability, NYCDOE • Deputy Chief of Innovation, NYCDOE • Advisor, NYC Center for Economic Opportunity • Legislative Aide, Office of Senator Charles Schumer • Staff Assistant, U.S. House of Representatives • MPA NYU, BA The George Washington University <p>Key Skills: Operations, Financial Management, Strategy, and Government Relations</p>	<p>Trustee</p>	<p>Trustee</p>	<p>1 Year</p>	<p>Y</p>
------------------------------	---	---------------------------------	---	----------------	----------------	---------------	----------

PRIME Public Charter School

<p>Allison Akhnoukh</p>		<p>2Revolutions LLC -Chief of Staff</p>	<p>Allison has worked with high-performing CMOs and has significant experience with financial analysis and oversight, organizational operations, budgeting, and development:</p> <ul style="list-style-type: none"> • Chief of Staff, 2Revolutions • Founding COO/CEO, Caliber Schools • Regional Director of Growth and Sustainability, KIPP Foundation • Director of School Portfolio Management, Oakland Unified Public School District • Director of Development, Epiphany Middle School • Investment Banking Analyst, Lehman Brothers • BA Dartmouth College, MBA Harvard Business School <p>Key Skills: Operations and Finance, Strategy and Growth, CMO Management</p>	<p>Trustee</p>	<p>Trustee</p>	<p>1 Year</p>	<p>Y</p>
-------------------------	---	---	--	----------------	----------------	---------------	----------

PRIME Public Charter School

<p>Tony Siddall</p>		<p>Amplify - Director of Bids and Proposals</p>	<p>Tony has extensive experience reviewing and managing charter schools and charter school board processes and systems:</p> <ul style="list-style-type: none"> • Director of Bids & Proposals, Amplify, Inc. • Senior Director, Growth Strategy - Achievement First • Senior Director of Governance and Authorizer Relations - Achievement First • Program Coordinator, Boston Public Schools • Assistant Director, Charter School Accountability - Massachusetts Department of Education • MBA University of Oxford, BA Brown University <p>Key Skills: Charter School Board Governance and Authorization / Technology</p>	<p>Trustee</p>	<p>Board Chair</p>	<p>2 Years</p>	<p>Y</p>
----------------------------	---	---	---	----------------	--------------------	----------------	----------

PRIME Public Charter School

<p>Megan Adams</p>		<p>Lab Middle School for Collaborative Studies - Principal</p>	<p>Megan has 13 years of experience as one of NYC's most respected middle school principals:</p> <ul style="list-style-type: none"> • Principal, Lab Middle School for Collaborative Studies • Middle School Leadership Initiative • Cahn Fellowship for Distinguished Principals • Ed.D. Educational Administration, Ed.M, the University of Nebraska-Lincoln; Educational Leadership in Public Schools, Teachers College, Columbia University • BA, History, Art History and Political Science, the University of Iowa <p>Key Skills: Instruction, Instructional Leadership, School Budgeting, Talent Recruitment, Staff Development</p>	<p>Trustee</p>	<p>Trustee</p>	<p>2 Years</p>	<p>Y</p>
---------------------------	---	--	---	----------------	----------------	----------------	----------

PRIME Public Charter School

<p>Jenya Green</p>		<p>New Classrooms - Business Affairs</p>	<p>Jenya has 13 years of experience with non-profit compliance, transparency, and accountability, in addition to a deep commitment to personalized learning technology:</p> <ul style="list-style-type: none"> • Business Affairs, New Classrooms • New York Mentorship Chair, The New Leaders Council • Consultant and Project Manager, Wireless Generation • Associate, External Affairs, Success Charter Network • Associate Attorney, Mintz, Levin, Cohn, Ferris, Glovsky, and Popeo, LLC • JD NYU School of Law, BA Cornell University <p>Key Skills: School Management; Legal Counsel; External Relations</p>	<p>Trustee</p>	<p>Trustee</p>	<p>1 Year</p>	<p>Y</p>
--------------------	---	--	---	----------------	----------------	---------------	----------

PRIME Public Charter School

<p>Carlos Saavedra</p>		<p>Kumon</p>	<p>Carlos is a local entrepreneur in CSD13 with years of education, technology, and health care experience</p> <ul style="list-style-type: none"> • Owner, Kumon Math and Reading Center of Prospect Heights • Clinical Software and Implementation Specialist at Integrated Medical Professionals 	<p>Trustee</p>	<p>Trustee</p>	<p>1 Year</p>	<p>Y</p>
<p>Sara Sorbello</p>		<p>Local Initiatives Support Corporation</p>	<p>Sara has more than 12 years of community development finance and public policy experience.</p> <ul style="list-style-type: none"> • Director of the Educational Facilities Financing Center, LISC • Senior Manager and Credit Underwriter at Seedco Financial • MA, Columbia School of International and Public Affairs (SIPA) <p>Key Skills: Public financing, community engagement, public policy</p>	<p>Trustee</p>	<p>Trustee</p>	<p>2 Years</p>	<p>Y</p>

PRIME Public Charter School

Samantha Pownall	[REDACTED] com	Adjunct Professor of Law at New York Law School and Relay Graduate School of Education	<p>Samantha is an expert on special education law and a former Spanish teacher in NYC.</p> <ul style="list-style-type: none"> • Associate Attorney at Cuddy Law Firm • Adjunct Professor of Law at New York Law School and Relay Graduate School of Education • Equal Justice Works fellow and policy intern at NY Civil Liberties Union • Wrote A,B,C,D,STPP: How School Discipline Feeds the School to Prison Pipeline <p>Key Skills: Education law, special education law, communication, ethics of equity</p>	Trustee	Trustee	2 Years	Y
Joseph Robateau	[REDACTED]	NYCDOE - Data Applications Specialist	<p>Joseph has 8 years of experience as a middle school and high school biology teacher and data specialist.</p> <p>Key Skills: Science curriculum; data-driven instructional coaching</p>	N/A	N/A	N/A	N

PRIME Public Charter School

Jeanne Rowe	[REDACTED]	Urban Assembly Bronx Academy of Letters - Assistant Principal	<p>Jeanne has 13 years of experience as a teacher, dean of students, advisory, and curriculum development at the middle school level.</p> <p>Key Skills: Social Studies curriculum; school culture</p>	N/A	N/A	N/A	N
Carl Oliver	[REDACTED]	City-As-School - Mathematics Teacher	<p>Carl has 10 years of experience as a math teacher in middle and high school grades.</p> <p>Key Skills: Developing and modifying math curriculum for personalized learning</p>	N/A	N/A	N/A	N

PRIME Public Charter School

PRIME PUBLIC CHARTER SCHOOL By-Laws

ARTICLE I NAME

The name of the Corporation is Prime Public Charter School (the “School”).

ARTICLE II MEMBERSHIP

The School has no members. The rights which would otherwise vest in the members vest in the Directors of the School (the “Trustees”). Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Trustees or approval by the Board of Trustees (the “Board”).

ARTICLE III BOARD OF TRUSTEES

A. **Powers.** The Board shall conduct or direct the affairs of the School and exercise its powers, subject to the provisions of applicable law (including the Education Law and Not-for-Profit Corporation Law), as well as the requirements of the School’s Charter and these Bylaws. The Board may delegate the management of the activities of the School to others, so long as the affairs of the School are managed, and its powers are exercised, under the Board’s ultimate jurisdiction.

Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these Bylaws, and the following specific powers:

1. To elect and remove Trustees;
2. To select and remove Officers, agents and employees of the School; to prescribe powers and duties for them and to fix their compensation;
3. To conduct, manage and control the affairs and activities of the School, and to make rules and regulations;
4. To enter into contracts, leases and other agreements which are, in the Board’s judgment, necessary or desirable in obtaining the purposes of promoting the interests of the School;
5. To carry on the business of operating the School and apply any surplus that results from the business activity to any activity in which the School may engage;
6. To act as trustee under any trust incidental to the School’s purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;

PRIME Public Charter School

7. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;

8. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities, subject to the provisions of the Not-for-Profit Corporation Law and any limitations noted in the By-laws;

9. To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the applicable provisions of the New York Not-for-Profit Corporation Law and the limitations noted in these Bylaws.

B. **Number of Trustees.** The number of Trustees of the School shall be not fewer than five (5) and shall not exceed fifteen (15). The Board shall fix the exact number of Trustees, within these limits, by Board resolution or amendment of the Bylaws.

C. **Election of Trustees.**

1. **Election.** The Board shall elect the Trustees by the vote of a majority of the Trustees then in office or, in the event that only one Trustee remains, then by the sole remaining Trustee. Trustees-elect assume office subject to approval by the [Charter Entity].¹

2. **Eligibility.** The Board may elect any person who is at least eighteen (18) years old and who, in its discretion, it believes will serve the interests of the School faithfully and effectively.

3. **Interested Persons.** Not more than forty percent (40%) of the persons serving on the Board may be interested persons. An "interested person" is: (1) any person currently being compensated by the School for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (2) any sister, brother, ancestor, descendant, spouse, domestic partner, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law, cousin or cousin-in-law of any such person.

4. **Term of Office.**

(a) The Trustees elected shall be divided into three classes for the purpose of staggering their terms of office. The Board Executive Committee will assign each founding Board member to a class prior to the first Board meeting. All classes shall be as nearly equal in number as possible. The assignment of any Board member to a particular class does not in any way restrict that Board member from participating fully in all Board activities and from serving additional terms.

(b) The terms of office of the Trustees initially classified shall be as follows: that of the first class shall expire at the next annual meeting of the Trustees, the second class at the second succeeding annual meeting and the third class at the third succeeding annual meeting. Following

PRIME Public Charter School

the expiration of these designated terms, the term of each Trustee shall continue for three (3) years. Trustees may not serve more than two consecutive terms.

(c) The term of office of a Trustee elected to fill a vacancy in these Bylaws begins on the date of the Trustee's election, and continues: (1) for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a Trustee, or (2) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Trustees authorized.

(d) A Trustee's term of office shall not be shortened by any reduction in the number of Trustees resulting from amendment to the Charter, the Bylaws, or other Board action.

(e) A Trustee's term of office shall not be extended or shortened beyond that for which the Trustee was elected by amendment of the school's charter or the Bylaws or other Board action.

5. **Time of Elections.** The Board shall elect Trustees whose terms begin on July 1st of a given year at the Annual Meeting for that year, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.

D. **Removal or Suspension of Trustees, Officers and Employees.** The Board may remove or suspend from office by vote of a majority of the entire Board any Trustee, officer or employee engaged under special contract, on examination and due proof of the truth of a written complaint by any Trustee, of misconduct, incapacity or neglect of duty (*provided*, that at least one week's previous notice of the proposed action shall have been given to the accused and to each Trustee), in accordance with the applicable provisions of the Education Law and the Not-for-Profit Corporation Law.

E. **Resignation by Trustee.** A Trustee may resign by giving written notice to the Board Chair or Secretary. The resignation is effective upon receipt of such notice, or at any later date specified in the notice. The acceptance of a resignation by the Board Chair or Secretary shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Trustee.

F. **Vacancies.** A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon declaration of vacancy pursuant to these Bylaws, or upon a Trustee's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Trustees.

G. **Compensation of Trustees.** Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting School business.

ARTICLE IV **OFFICES**

The School's principal office shall be located at the school operated by the School (the "School Facility"), which shall be at such place as the Board may select from time to time by resolution of a majority of the Board. The Secretary shall note any change in office on the copy of the Bylaws maintained by the Secretary. The School may also have offices at such other places, within the State of New York, as the Board may from time to time determine.

PRIME Public Charter School

ARTICLE V MEETINGS OF THE BOARD

A. **Place of Meetings.** Board Meetings shall be held at the School Facility or at any other reasonably convenient place as the Board may designate; *provided* that Board meetings shall be scheduled at least monthly at the School Facility.

B. **Annual Meeting.** An Annual Meeting shall be held in the month of June of each year for the purpose of electing Trustees, making and receiving reports on corporate affairs, and transacting such other business as comes before the meeting.

C. **Frequency of Meetings.** A minimum of twelve (12) meetings (inclusive of the June Annual Meeting and any Special Meetings) shall be scheduled each year on dates determined by the Board; *provided* that Board meetings shall be scheduled at least monthly at the School Facility.

D. **Special Meetings.** A Special Meeting shall be held at any time called by the Chair, or by any Trustee upon written demand of not less than one-half of the entire Board.

E. **Adjournment.** A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.

F. **Notice to Trustees.** Notices to Trustees of Board Meetings shall be given as follows:

1. If the Board fixes the dates of regular meetings (which may include the Annual Meeting) for the year, then such meetings may be held without further notice of time and place. In the event that the date of an Annual Meeting or regular meeting is changed (or a regular meeting is added), written notice of the new meeting date (or the date of the new regular meeting) will be provided at least ten (10) days in advance of the meeting.

2. Special Meetings shall be held upon reasonable notice (at least 48 hours, if practicable).²

3. Notices will be deemed given when deposited in the United States mail, addressed to the recipient at the address shown for the recipient in the School's records, first-class postage prepaid; when personally delivered in writing to the recipient; or when faxed, e-mailed, or communicated orally, in person or by telephone, to the Trustee or to a person whom it is reasonably believed will communicate it promptly to the Trustee.

G. **Waiver of Notice.** Notice of a meeting need not be given to a Trustee who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protest prior to the meeting or at its commencement, of the lack of notice. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the meeting.

H. **Public Notice.** Public notice of all Board meetings and of all meetings of Committees shall be given in accordance with the requirements of the Article 7 of the Public Officers Law (the "**Open Meetings Law**").

PRIME Public Charter School

ARTICLE VI ACTION BY THE BOARD

A. **Quorum.** Unless a greater proportion is required by law, a majority of the entire Board shall constitute a quorum for the transaction of any business or of any specified item of business.

B. **Action by the Board.**

1. **Actions Taken at Board Meetings.** Any business may be transacted and any corporate action may be taken at any annual, regular or special meeting of the Board at which a quorum is present, whether such business or proposed action be stated in the notice of such meeting or not, unless special notice of such business or proposed action is required by law or by these bylaws. Except as otherwise provided by statute or by these Bylaws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. If at any meeting of the Board there shall be less than a quorum present, the Trustees present may adjourn the meeting until a quorum is obtained.

2. **Board Participation by Other Means.** In all events, a quorum of Trustees must be present to lawfully conduct a Board meeting. To the extent permitted by the Open Meetings Law, Trustees participating by means of video-conferencing may be counted toward achieving a quorum. Once a quorum is present, additional Trustees may participate in a Board meeting through conference telephone or similar communication equipment, *provided* that all Trustees participating in such meeting can hear one another. Trustees shall not be entitled to vote unless they attend the meeting in person or, to the extent permitted by the Open Meetings Law, by live video-conferencing. Trustees participating by means of video-conferencing shall do so from a site at which the public may attend, listen and observe. All meetings of the Board are subject to the provisions of the Open Meetings Law.

C. **Committees.**

1. **Appointment of Committees.** The Board may create committees of the Board (each, a “Committee”) for any purpose, and the Chair of the Board shall appoint members to and designate the chairs of such Committees, subject to the approval of the Board. A Committee will consist of not fewer than two Trustees (or not fewer than five Trustees in the case of the Executive Committee), who shall be appointed by the Chair, subject to the approval of the Board.

2. **Standing Committees.** The Board shall have three standing Committees: an Executive Committee (chaired by the Chair), a Finance Committee (chaired by the Treasurer) and a Student Learning Committee. Additional Committee members shall be appointed by the Chair, subject to the approval of the Board.

3. **Authority of Committees.** The Board may delegate to a Committee any of the authority of the Board, except with respect to:

- (a) The election of Trustees;

PRIME Public Charter School

- (b) Filling vacancies on the Board or any Committee which has the authority of the Board;
- (c) The amendment or repeal of Bylaws or the adoption of new Bylaws; and
- (d) The appointment of other Committees, or the members of the Committees.

4. **Procedures of Committees.** The Board may prescribe the manner in which the proceedings of any Committee are to be conducted. In the absence of such prescription, a Committee may prescribe the manner of conducting its proceedings, subject to the provisions of these Bylaws.

D. **Standard of Care.**

1. **Performance of Duties.** Each Trustee shall perform all duties of a Trustee, including duties on any Committee, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.

2. **Reliance on Others.** In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:

- (a) One or more Officers or employees of the School whom the Trustee believes to be reliable and competent in the matters presented;
- (b) Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or
- (c) A Committee on which the Trustee does not serve, duly designated in accordance with a provision of the School's Charter or Bylaws, as to matters within its designated authority, *provided* the Trustee believes the Committee merits confidence and the Trustee acts in good faith, and with that degree of care specified in Paragraph D.1., and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

3. **Investments.** In investing and dealing with all assets held by the School for investment, the Board shall exercise the standard of care described above in Paragraph D.1., and shall consider among other relevant considerations the long and short term needs of the School in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, *provided* that those powers are exercised within the ultimate direction of the Board.

E. **Rights of Inspection.** Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the School, *provided* that such inspection is conducted at a reasonable time after reasonable notice, and *provided* that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

PRIME Public Charter School

F. **Participation in Discussions and Voting.** Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving: (a) a conflict of interest for such Trustee (even if such conflict of interest does not constitute a prohibited transaction under applicable law); (b) indemnification of that Trustee uniquely; or (c) any other matter at the discretion of a majority of the Trustees then present.

G. **Duty to Maintain Board Confidences.** Every Trustee has a duty to maintain the confidentiality of all Board actions which are not required by law to be open to the public, including discussions and votes which take place at any Executive Sessions of the Board. Any Trustee violating this confidence may be removed from the Board.

ARTICLE VII **OFFICERS**

A. **Officers.** The Officers of the School consist of a Chair (the “**Chair**”), Vice Chair (the “**Vice Chair**”), a Secretary and a Treasurer. The School also may have such other officers as the Board deems advisable.

1. **Chair.** Subject to Board control, the Chair has general supervision, direction and control of the affairs of the School, and such other powers and duties as the Board and these bylaws may prescribe. If present, the Chair shall preside at Board meetings.

2. **Vice Chair.** If the Chair is absent or disabled, the Vice Chair shall perform all the Chair’s duties and, when so acting, shall have all the Chair’s powers and be subject to the same restrictions. The Vice Chair shall have other such powers and perform such other duties as the Board may prescribe.

3. **Secretary.** The Secretary shall: (a) keep or cause to be kept, at the School’s principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the School’s Charter and Bylaws, with amendments; (c) keep or cause to be kept a copy of the School’s incorporation and tax status filings and documentation; (d) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and (e) have such other powers and perform such other duties as the Board may prescribe.

4. **Treasurer.** The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the School’s properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the School’s monies and other valuables in the School’s name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the School’s funds as the Board directs; (e) render or cause to be rendered to the Chair and the Board, as requested but no less frequently than once every fiscal year, an account of the School’s financial transactions and financial condition; (f) prepare or cause to be prepared any reports on financial issues required by any loan agreement; (g) chair the Finance Committee; and (h) have such other powers and perform such other duties as the Board may prescribe.

PRIME Public Charter School

B. Election, Eligibility and Term of Office.

1. Election. The Board shall elect the Officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.

2. Eligibility. A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chair.

3. Term of Office. Each Officer serves at the pleasure of the Board, holding office until resignation, removal or disqualification from service, or until his or her successor is elected.

C. Removal and Resignation. The Board may remove any Officer, either with or without cause, at any time. Such removal shall not prejudice the Officer's rights, if any, under an employment contract. Any Officer may resign at any time by giving written notice to the School, the resignation taking effect upon receipt of the notice or at a later date specified in the notice.

ARTICLE VIII

NO LIABILITY OF TRUSTEES; INDEMNIFICATION; INSURANCE

A. No Liability of Trustees. The Trustees shall not be personally liable for the School's debts, liabilities or other obligations.

B. Indemnification. The School shall (in the case of Trustees and Officers) and may (in the case of employees and agents), to the fullest extent permitted by law, indemnify any person made, or threatened to be made, a party or witness to any action, investigation or proceeding by reason of the fact that he or she (or his or her testator) is or was a Trustee, officer, employee or agent of the School, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees. No indemnification may be made to or on behalf of any person if (a) his or her acts were committed in bad faith, or were the result of his or her deliberate dishonesty and were material to such action or proceeding, or (b) he or she personally gained a financial profit or other advantage to which he or she was not legally entitled in the transaction or matter in which indemnification is sought.

C. Insurance. The School shall have the power to purchase and maintain all insurance policies deemed to be in the best interest of the School, including insurance to indemnify the School for any obligation which it incurs as a result of its indemnification of Trustees, Officers, employees or agents, or to indemnify such persons in instances in which they may be so indemnified.

ARTICLE IX

CONFLICTS OF INTEREST

A. Code of Ethics. The Board shall approve a Code of Ethics applicable to Trustees, officers and employees of the School, compliant with the General Municipal Law, which may be amended from time to time by the Board.

PRIME Public Charter School

B. **Conflict of Interest.** Any Trustee, Officer, or Committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or Committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that may reasonably be construed to be adverse to the School's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect proceedings, including the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board may adopt formal policies requiring:

1. Regular annual statements from Trustees, Officers and key employees to disclose existing and potential conflicts of interest; and
2. Corrective and disciplinary actions with respect to transgressions of such policies.

For the purpose of this section, a person shall be deemed to have an “**interest**” in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the School, or is a director, trustee or officer of, or has a significant financial or influential interest in the entity contracting or dealing with the School. These provisions will be consistent with the General Municipal Law.

ARTICLE X **OTHER PROVISIONS**

A. **Fiscal Year.** The fiscal year of the School begins on July 1 of each year and ends June 30.

B. **Execution of Instruments.** Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any Officer or agent of the School to enter into any contract or execute and deliver any instrument in the name of or on behalf of the School. Such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent or employee shall have any power to bind the School by any contract or engagement, to pledge the School's credit, or to render it liable monetarily for any purpose or any amount.

C. **Checks and Notes.** Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the School may be signed by the Chair of the Board, the Head of School, or Treasurer. Check requests for amounts of \$10,000.00 or greater must be signed by two (2) of these individuals.

D. **Construction and Definitions.** Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Not-for-Profit Corporation Law and the Education Law shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word “person” includes both a School and a natural person. The captions and headings in these Bylaws

PRIME Public Charter School

are for reference and convenience only and are not intended to limit or define the scope or effect of any provisions.

E. **Interpretation of Charter.** To the extent of any conflict between any provision of these by-laws and the Open Meetings Law, the Open Meetings Law will control. Whenever any provision of the Bylaws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.

ARTICLE XI **AMENDMENT**

A majority of the Trustees may adopt, amend or repeal these Bylaws, subject to approval by the Charter Entity, where applicable.

ARTICLE XII **REFERENCES TO DOCUMENTS**

References in these Bylaws to the certificate of incorporation of the School (the “**Charter**”), or to any other document, shall include all amendments thereto or changes thereof unless specifically excepted.

PRIME Public Charter School

Code of Ethics

The Board of Trustees recognizes that sound ethical standards of conduct serve to increase the effectiveness of the Board of Trustees and their staff as educational leaders in the communities that they serve. Actions that are in accordance with an ethical code of conduct promote public confidence and the attainment of the school's mission and goals. The Board also recognizes its obligation under the General Municipal Law to adopt a Code of Ethics consistent with provisions of the General Municipal Law, setting forth the standards of conduct required of all school Trustees, officers, and employees.

In light of this, every officer and employee of Prime Public Charter School, whether paid or unpaid, including Board Trustees, shall adhere to the following code of conduct:

1. **Gifts:** An officer or employee shall not solicit, directly or indirectly, any gifts; nor shall an officer or employee accept or receive any single gift having a value of \$75 or more, or gifts from the same source having a cumulative value greater than \$75 over a 12-month time period, whether in the form of money, loan, services, travel, entertainment, hospitality, thing or promise; or any other form, if it could be reasonably inferred that the gift was intended to influence the officer or employee in the performance of her or his official duties or was intended as a reward for any official action on her or his part.

However, the Board does welcome and appreciate letters of gratitude or appreciation to staff members. Also, gifts from children that are primarily sentimental in nature and of insignificant financial value may be accepted in the spirit in which they were given.

2. **Confidential Information:** An officer or employee shall not disclose confidential information acquired by her or him in the course of her or his official duties or use such information to further her or his personal interest. In addition, she/he shall not disclose confidential information regarding any matters discussed in a confidential session of the Board, whether such information is deemed confidential or not.

3. **Representation Before the Board of Trustees:** An officer or employee shall not enter into or receive any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board of Trustees.

4. **Representation Before the Board of Trustees for a Contingent Fee:** An officer or employee shall not enter into or receive any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board of Trustees, whereby the compensation is to be dependent or contingent upon any action by Prime Public Charter School with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable valuation of the services rendered.

PRIME Public Charter School

5. Disclosure of Interest in Matters Before the Board: A member of the Board of Trustees and any officer or employee of the school, whether paid or unpaid, who participates in the discussion or gives official opinion to Board on any matter before the Board shall publicly disclose on the official record the nature and extent of any direct or indirect financial or other private interest she or he has in such matter. The term “interest” means a pecuniary or material benefit accruing to an officer or employee.

6. Investments in Conflict with Official Duties: An officer or employee shall not invest or hold any investment directly in any financial, business, commercial, or other private transaction that creates a conflict with her or his official duties.

7. Private Employment: An officer or employee shall not engage in, solicit, negotiate for, or promise to accept private employment when that employment or service creates a conflict with or impairs the proper discharge of her or his official duties.

8. Future Employment: An officer or employee shall not, after the termination of employment or service with the Board, appear before the Board or any panel or committee of the Board, in relation to any case, proceeding, or application in which she or he personally participated during the period of her or his service employment or that was under her or his active consideration. This shall not bar or prevent the timely filing by a present or former officer or employee of any claim, account, demand or suit against the district on her or his behalf, or on behalf of any member of her or his family arising out of any personal injury or property damage for any lawful benefit authorized or permitted by law.

Distribution of Code of Ethics: The Executive Director shall cause a copy of this Code of Ethics to be distributed annually to every officer and employee of the school. Each officer and employee elected or appointed thereafter shall be furnished a copy before entering upon the duties of his or her office or employment.

Penalties: In addition to any penalty contained in any other provision of law, any person who shall knowingly and intentionally violate any of the provisions of the Board’s Code of Ethics may be fined, suspended, or removed from office or employment, as the case may be, in the manner provided by law.

PRIME Public Charter School

Hiring and Personnel Policies and Procedures

Prior to opening, Prime Public will publish its full staff handbook containing all personnel policies, including but not limited to: processes and structures around hiring; recruitment; health and other benefits; harassment and discrimination; absences and latenesses; paid and unpaid leave; separations; background checks; conflicts of interest; and all legal notices regarding employment. Below we list the more general hiring process and qualifications for administrators and teachers as well as job descriptions for key roles.

Hiring of Administrators: While Prime Public Charter School’s proposed founding Board of Trustees and Advisory Board is in place and we have identified the Executive Director, the Principal, and the Chief Operating Officer, in the event of a leadership vacancy in these or other non-teaching positions, we will engage in a robust hiring process: Prime Public’s Hiring Committee, led by the Executive Director (or the Board Chair in the event that the hire is for the Executive Director position) and comprised of a select group from the Advisory Board and relevant Board of Trustees committee members, will rely on a wide range of networks to attract top talent. For example, Jonathan Skolnick, the proposed Executive Director, has a network of over 100 national leaders due to his participation in Harvard Graduate School of Education’s Doctorate in Education Leadership Program. He also has connections with leading school design networks such as New Tech Network, 2Revolutions LLC, and Big Picture Learning. April Gariepy, our proposed COO, has a wide network within Achievement First, TNTP, and local charters and non-profits. Finally, Sammi Oerlemans, our proposed Principal, has connections throughout the NYC DOE. In addition, the New York City Charter School Center, the Center for Educational Innovation, and the New York Charter School Association will play a key role in connecting the Hiring Committee with qualified candidates for these roles. Of course, we will post the relevant roles on leading job search sites and consult with search firms as needed. Highly qualified candidates will provide a cover letter and resume; engage in a phone interview; participate in a multi-day scenario-based interview process aligned to clear leadership rubrics; meet with key stakeholders; and interview with the Executive Director and/or Board Chair.

Hiring of Teachers Given that our top leadership team is already in place, Prime will be well-positioned to recruit and identify top educators who fully understand and are committed to Prime Public’s mission, vision, goals, educational philosophy, and programs.

Teachers meeting or exceeding the criteria outlined above will be selected through a four-stage process.

1. **Screening:** All candidates will submit a letter of interest and a resume to Prime Public via an online employment application. Candidates will also be required to submit a list of five references and will provide Prime Public with consent to contact those references. Following a successful in-person interview, the Hiring Committee (Principal, Executive Director, and COO; as we expand, teachers will also be a part of the hiring process) will discuss the candidate with each reference. The Hiring Committee will also contact all former employers who are listed on the candidate’s resume but not listed as a reference. In addition, the hiring committee will require background checks for all candidates, including a fingerprint screening process.
2. **Review of Sample Lesson/Lesson Plan/Unit Plan:** Select candidates will be asked to provide a recently videotaped lesson that takes place during one full class period. When possible, members of the Hiring

PRIME Public Charter School

Committee will visit the candidate's school to observe the candidate teaching. The lesson will be assessed using the Marshall Framework evaluating. Candidates will provide both the lesson plan and unit plan corresponding to the lesson observed.

3. **Interviews:** A subset of candidates who submit sample lessons will be invited for in-person interviews. In the school's start-up year, the candidate will meet with members of the Hiring Committee and teach a live, team-taught sample lesson to a mock class followed by a debrief involving reflective discussion of the lesson between the candidate and the Hiring Committee, during which candidates will have an opportunity to hear and respond to feedback from the sample lesson. In some instances, a second-round, in-person interview with candidates may be requested. In accordance with the Individuals with Disabilities Education Act (IDEA), the teacher providing instruction to students with disabilities (as identified by the CSE) will be NYS-certified in special education. The interview process is designed to help the Hiring Committee determine whether a candidate will be able to flourish in and contribute to Prime Public's unique culture and environment.
4. **Offering Employment:** Prime Public will offer employment by telephone followed by a formal letter. The letter will include the following: a) job title or position/designation offered; b) base salary and benefits offered; c) instructions to accept or decline the job offer; and d) where appropriate, a restatement that the employment will be at-will.

Description, Responsibilities, and Qualifications for Key Staff Positions

Executive Director

Description: The Executive Director is responsible for the successful and efficient operation of all aspects of the school. He or she works closely with the Board of Trustees to establish the school's vision, design the school model, conduct research on efficacy, and plan and execute a strategy related to the school's sustainability and/or growth. The Executive Director is responsible for hiring, developing, and evaluating both the Principal and the Chief Operating Officer, ensuring that these roles work together to create a coherent experience across the academic and non-academic elements of Prime Public Charter School.

Responsibilities:

- Ensure that the school defines and designs an academic and non-academic structure that enables the school to achieve its mission of a) college and career-readiness b) healthy habits of mind and body and c) expertise in a career- or creative-driven area of interest.
- Engage and fundraise from outside foundations and other funding sources to ensure that we are able both to execute our current model and also to research and support new structures and practices
- Work alongside the COO to find, fund, and furnish a facility that is aligned to our educational model and mission
- Ensure that the organization's budget is aligned to both the academic and non-academic aspects of the Prime Public model
- Engage outside stakeholders in order to collaborate and share knowledge with district schools, outside foundations, and other educational stakeholders who want to leverage our learning to improve education for students across New York City, New York State, and the United States.
- Engage outside researchers in order to ensure that we are rigorously evaluating our model in order to help

PRIME Public Charter School

us to improve the school design and in order to realize our vision of making Prime a “lab school” that is a true learning organization

- Develop and execute an organizational learning plan, including staff retreats, workshops, online resources, and other environments to ensure that all staff members are deeply engaged in their work and supported in developing both the “hard” and “soft” skills necessary to thrive
- Work alongside the COO to create a talent development plan that enables us to attract high-performing teachers

Qualifications:

- Understanding of and commitment to Prime Public’s mission, vision, goals, educational philosophy and programs, as described in the school’s charter; a bedrock belief that all students can achieve at high levels given the right expectations and support
- 10+ years of effective leadership or managerial experience in an educational setting (preferably an urban public school setting) such as a school, district, or educational non-profit; educational classroom-level experience highly preferred
- Understanding and experience implementing and designing best practices in next-generation educational practices, such as blended learning, mastery-based progress, personalized learning plans, and other structures
- Experience navigating complex political environments and leading diverse stakeholders to consensus on issues related to organizational performance
- Experience in fundraising, grant management, and financial strategy and implementation
- Outstanding communication skills and experience working collaboratively in team setting
- Demonstrated openness and responsiveness to constructive feedback and a commitment to improvement through professional development at the individual, group, and whole-school levels
- In-depth knowledge of best practices in curriculum and assessment, including instructional technology
- A commitment to serving students with special needs, English Language Learners, and students who live in poverty
- A sense of humor and the ability to tolerate ambiguity in dynamic startup environments

continuo

Proposed Executive Director: Jonathan Skolnick

Jonathan is passionate about redesigning school structures and curricula to personalize learning. He is currently pursuing his Doctorate in Education Leadership at Harvard University. He began his career as a high school history teacher in New York City through the NYC Teaching Fellows program and later worked in the NYC Department of Education’s Office of School Leadership, where he led development of several tech tools to help principals become more effective leaders. From 2009-10, he was the Director of Field Operations and one of the founding members for a successful personalized math program for middle school called School of One. From 2010-12 he was a senior director in NYC’s Innovation Zone, where he led the creation of a school redesign process for over 50 schools and recruited and managed a group of nationally renowned education organizations to provide them with school design consulting. Jonathan is also a founding team member and charter co-author for Caliber Schools, an innovative new K-8 school in Richmond, California. He holds a BA in Modern U.S. History from Brown University and a Masters in the Science of Teaching from Pace University.

PRIME Public Charter School

Chief Operating Officer

Description:

Prime Public's Chief Operating Officer (COO) is responsible for the successful and efficient operation of the non-instructional aspects of the school, as well as family and community engagement in coordination with the Principal. This includes managing the school's family recruitment; HR policies and structures; record and enrollment systems; food and transportation services; facility, and general scheduling and programming as well as overseeing the school's financial management. While the COO will report directly to the Executive Director, s/he will have regular contact with the school's contracted financial consultant and the Board, particularly the Audit and Finance Committee.

Responsibilities:

- Oversee collection and maintenance of student information and records in the areas of academics, personal contact info, health and emergency info, and parental permission, using state-required database and school database
- Work with the Executive Director and Principal to create and implement a talent development strategy that allows us to attract and retain high-caliber staff
- Work with outside organizations to develop partnerships that can serve as sites for real-world learning during Prime Studios
- Manage all aspects of the student enrollment in accordance to State law, including application, lottery, waitlist, transfer, and withdraw processes
- Oversee the school's food services program, including managing food services vendor and related documentation, invoicing and reporting, and ensuring compliance with Department of Health standards, as it pertains to food services
- Manage student transportation via bus and other modes of transportation as needed
- Oversee maintenance of the school facility including repairs and maintaining adequate supplies
- Recruit, hire, and train administrative and operations personnel, including technology, maintenance, and administrative assistant personnel—in coordination with the Principal.
- Conduct annual performance evaluations of administrative & operations personnel
- Plan, organize, and direct all day-to-day fiscal operations of Prime Public
- Work with the contracted financial consultant and the Board's Audit and Finance Committee, outside auditors, and charter authorizer to address operational improvements and recommend actions identified as part of the annual audit
- Submit periodic financial reports prepared by the financial consultant to the Audit and Finance Committee and Board of Trustees and submit all financial reports required by the authorizer
- Monitor legislative and policy developments related to fiscal operations, including analysis thereof for legal and administrative compliance
- Assure that the charter school meets specifically assigned ongoing and annual operational and financial objectives
- Review and advise on all reports that have financial implications and assist with developing and monitoring the charter school's annual budget
- Assist in the completion of Unity Prep's annual reports and in the charter renewal process
- Oversee technology needs and operation and establish strong systems for data management (e.g. enrollment and admissions procedures and records; attendance procedures and records)
- Oversee operations in a manner consistent with all applicable local, State, and Federal statutes and in compliance with the organization's by-laws, policies and procedures

PRIME Public Charter School

- Develop, implement, and modify, as necessary, Prime’s student recruitment and outreach plan in collaboration with the Principal
- Attend Board meetings and work with Board members and committees, as required or requested, to implement policies
- Perform other operations-related tasks consistent with the goals and objectives of this position

Qualifications:

- An understanding of and commitment to Prime Public’s mission, vision, goals, educational philosophy and programs, as described in the school’s charter; a bedrock belief that all students can achieve at high levels given the right expectations and support
- Bachelor’s degree in accounting, finance, business management, organizational management and/or a closely related field preferred; Master’s degree in finance or public administration preferred
- 7+ years of leadership experience in an operational capacity in an educational environment
- Knowledge of relevant Education Codes and related laws and regulations, particularly those sections covering school finance requirements, accounting procedures, the audit process, and school operations. Familiarity with appropriate government programs and grants preferred
- Prior successful experience with principles, practices, and methods of financial management, budget preparation, and control
- Working knowledge of computer applications including accounting software, spreadsheets, databases, and word processing
- Excellent writing and verbal communication skills, and demonstrated ability to communicate effectively to diverse audiences including Trustees, administrators, teachers, parents, students, vendors, and community-based resources
- Knowledge of and experience with school facilities
- A commitment to serving students with special needs, English Language Learners, and students who live in poverty
- A sense of humor and the ability to tolerate ambiguity in dynamic startup environments

Proposed Chief Operating Officer: April Gariepy

April is a public education professional committed to cultivating and supporting talented teams of educators and administrators tasked with providing transformational learning experiences for all children. April is currently Director of Network Support Recruitment and Human Capital for Achievement First. Previously, she worked for TNTP’s Performance Management group, consulting on talent practices with Newark Public Schools and the Louisiana State Department of Education. During the 2011-12 school year, April served on the leadership team at La Cima Elementary Charter School, where she helped make a dream playground reality for more than 900 students co-located in a public school building in Bedford-Stuyvesant, Brooklyn. From 2006 to 2011, April worked for the NYC Department of Education’s Division of Human Resources and Talent. April is a National Urban Fellow and holds a MPA from Baruch’s School of Public Affairs and a BA from Bridgewater State College. April is an advisory board member of Compass Charter School and an elected School Leadership Team parent member at PS11, where her daughter attends 1st grade.

Principal

Description:

PRIME Public Charter School

The Principal is responsible for ensuring that the school's mission and yearly goals are achieved and that the terms of the school's charter are met. The Principal oversees the day-to-day management and implementation of all school functions including, but not limited to, teaching and learning, teacher development and training, mentoring, curriculum design, professional development, school climate, teacher hiring and performance evaluations, family & community relations, school safety, compliance with all state and authorizer requirements. The Principal reports directly to Prime Public's Board of Trustees.

Responsibilities:

- Lead the development and articulation of the school's mission and vision, involving all key stakeholders as partners
- Act as an educational leader, supervisor and evaluator of staff, the developer and evaluator of programs for all students and the coordinator of curriculum and services
- Oversee faculty and staff recruitment, selection, development, evaluation, supervision, retention, and, when necessary, dismissal
- Ensure compliance with the school's approved charter, board policies, authorizer regulations, and with all local, state, and federal policies and regulations
- Build and maintain open channels of communication with parents, students, Prime Public's staff, the community and Prime Public's authorizer regarding progress towards the achievement of Prime Public's goals and objectives and other school accomplishments as well as school practices and policies
- Develop and maintain relationships with the NYS Education Department, NYC Department of Education and district schools, State Charter School Office, and National Charter School Network

Qualifications:

- An understanding of and commitment to and personal investment in Prime Public's mission, vision, goals, education, and programs, as described in the school's charter
- Master's degree and School Building Leader license required
- Prior school teaching (at least 7 years) and school administrative experience (at least 5 years)
- Demonstrated success in improving student outcomes
- Knowledge and expertise in managing and analyzing data to inform instruction
- Strong written and oral communication skills
- Experience working with academic and operational staff and with diverse populations of students, parents, and families
- An understanding of relevant laws and regulations and experience in legal/regulatory compliance
- An understanding of the purpose and structure of charter schools in New York State
- A commitment to serving students with special needs, English Language Learners, and students who live in poverty
- A sense of humor and the ability to tolerate ambiguity in dynamic startup environments

Proposed Principal: Sompon (Sammi) Oerlemans

Sammi is currently the Deputy Network Leader at Children's First Network (CFN) 107 at the NYC Department of Education. She began her career as a founding English teacher at MS 821 in Sunset Park and was a 2008 graduate of the NYC Leadership Academy. In 2009 she began her work with CFN107 as an Achievement Coach, and in her current role, she is responsible for leading a team of up to 8 Achievement Coaches to ensure that 30 schools in her Network receive high-quality instructional support. She has years of experience developing learning communities within and across schools: she led the Network's initiative to support groups of teachers across

PRIME Public Charter School

schools to design rich Common Core aligned units, and she helped teacher teams to implement cycles of Inquiry and Instructional Rounds as a key strategy for school improvement. This year, she fortified the small learning communities within CNF 107, ensuring that all Network schools can rely on one another as critical friends.

Through the development of year-long plans for coaching schools and providing subject-specific professional development opportunities, Sammi helped the majority of her schools earn a grade of 'A' on their Progress Reports and scores of "proficient" or "well-developed" on their Quality Reviews. Additionally, Sammi's direct coaching services to principals and their teachers has helped three schools be removed from the NYSED's "Priority" and "Focus" designation, as well one school being removed from the "persistently dangerous" designation.

Teacher: Prime Core

Description:

Prime Public teachers are entrusted with providing high-quality, engaging instruction for students, taking ownership of their professional development, collaborating with other teachers, and empowering them to succeed as both citizens and scholars.

Responsibilities:

- Develop effective, standards-aligned lessons that support student learning and achievement of school academic objectives and benchmarks, and Common Core Learning Standards
- Develop and assess students on Learning Outcomes, derived from Common Core Learning Standards
- Co-plan and co-teach purposefully, in order to provide students with opportunities for constructing meaning and developing understandings of new concepts
- Utilize rigorous and developmentally appropriate curricula, instructional materials, and strategies to present students with new skills, concepts, and knowledge
- Administer, collect, and analyze qualitative and quantitative data gathered from a variety of assessments on each student
- Analyze data from student assessments individually and with colleagues, administration, or students' families in order to inform his or her work, modify practices, re-teach content and skills as necessary, and increase student achievement
- Collaborate with administrators, specialists and other colleagues in designing, reviewing, aligning standards, and executing lessons, including participating in collaborative planning and, as appropriate, peer review of standards-aligned learning experiences
- Collaborate with special education teachers to implement Individualized Educational Programs for students with special needs in order to ensure they achieve academically at high levels, and are fully included in the Prime Public community
- Collaborate with ELL Specialist to support English Language Learners/Limited English Proficient student programming to ensure that they achieve academically at high levels and are fully included in the Prime Public community
- Build relationships with families of Prime Public students through frequent communication about students' progress and ways that families can support their children's learning
- Create and sustain a positive, effective, and rigorous classroom/community environment, including celebrating student work and accomplishments on a daily basis, following up and through with student discipline issues, and maintaining Prime Public's high scholarship and citizenship expectations for

PRIME Public Charter School

students

- Maintain an open classroom environment that allows for observational feedback and ongoing professional development
- Strive to improve her/his own practice, to acquire and enhance the skills and knowledge necessary for excellent instruction, and to generally increase his/her effectiveness in the classroom and in Prime Public community
- Model professionalism behavior at all times by attending all relevant meetings, meeting assigned deadlines, maintaining timely, constructive, and professional communication with fellow community members, and adhering to staff policies

Qualifications:

- Understanding of and commitment to Prime Public’s mission, vision, goals, educational philosophy and programs, as described in the school’s charter; a bedrock belief that all students can achieve at high levels given the right expectations and support
- A minimum of three years teaching experience
- A proven track record promoting student learning as an upper elementary, middle, or high school teacher over multiple years
- An interest in teaching in a multi-discipline fashion (English and social studies, or math and science)
- A willingness to create start or join a Teaching Practice and a passion for innovation, educational research, and a respect for professional learning communities
- Ability to actively engage students in their own learning, academically and non-academically
- Strong organizational and classroom/course management skills
- Experience working with diverse populations of students, parents and families, and in differentiating instruction to fully support the needs of diverse learners
- Fulfills all NCLB “highly qualified” requirements and appropriate NYS certifications and content knowledge as demonstrated by undergraduate/advanced degrees in their content area
- Strong communication skills and experience working collaboratively in team setting
- Demonstrated openness and responsiveness to constructive feedback and a commitment to improvement through professional development at the individual, group, and whole-school levels
- A commitment to serving students with special needs, English Language Learners, and students who live in poverty
- A sense of humor and the ability to tolerate ambiguity in dynamic startup environments

posse
and/or

continu

Prime Teacher: Special Education

Description: Prime Public’s special education teachers are entrusted with providing high-quality instruction for students with disabilities, promoting their social and emotional development, and empowering them to succeed as both citizens and learners. The primary focus of the special education teacher(s) is to provide special education students with full access to academic content through effective differentiation, support, and modifications, to ensure compliance with all appropriate policies regarding special education services, and to provide training and professional development around special education compliance and instructional strategies.

Responsibilities:

PRIME Public Charter School

- Provide quality instruction to Prime students, as required by students' IEPs
- Conduct ongoing training for regular and other special education teachers regarding inclusive education practices, curriculum modifications, special education best practices, and behavior interventions for special needs students in general education classrooms
- Assist teachers in adapting and modifying curriculum for special needs students, and providing modified curriculum and resources as needed by classroom teachers
- Assist teachers with developing reports, behavioral schedules and social skills curriculum for special needs students in general education classrooms
- Model teaching strategies and techniques for teachers regarding special needs students in general education classrooms
- Provide resource room instruction to students whose IEPs require instructional time outside of an inclusion setting
- Provide consultation and support for parents of special needs students in general education classroom and help to facilitate positive collaboration between parents and teachers
- Confer frequently with the district of residence special education support staff and administrators to provide needed services regarding inclusive education practices
- Participate in IEP meetings with school staff and the parents of students with special needs as required
- Ensure Prime Public's compliance with the IEPs, Annual Reviews, SESIS, the CSE, etc.

Qualifications:

- An understanding of and commitment to Prime Public's mission, vision, goals, educational philosophy and programs, as described in the school's charter; a bedrock belief that all students can achieve at high levels given the right expectations and support
- Bachelors Degree in Special Education, appropriate state certification as a special education teacher, along with any other credentialing required
- A minimum of three years experience as an Special Education teacher, preferably in a middle school ICT setting
- Knowledge of special education laws and requirements
- Ability to actively engaging students in their own learning, academically and non- academically
- A passion for innovation, educational research, and a respect for professional learning communities
- Knowledge of the principles, practices, and trends impacting inclusion programs
- Preferred: at least three years of experience in classroom teaching experience with students with special ~~needs~~ needs
- A commitment to serving students with special needs, English Language Learners, and students who live in poverty
- A sense of humor and the ability to tolerate ambiguity in dynamic startup environments

Prime Studio Specialist: English As A Second Language/Foreign Language

Description: Prime Public's English as a Second Language (ESL) Studio Specialist will ensure high-quality instruction for English Language Learners (ELL) students through a freestanding ESL program that provides a general education push-in model as well as small-group teaching. The teacher of ELLs will provide professional development to Prime teachers to help them develop and implement successful instructional strategies for ELL students. The ESL teacher will also teach a foreign language course to ensure that all students receive at least 108

PRIME Public Charter School

hours of foreign language instruction before they graduate from Prime. Please see below for additional responsibilities and qualifications for Prime Studio Specialists.

Responsibilities:

- Teach ESL students, providing direct and indirect instruction to ELL students on a push-in and pull-out basis
- Teach Prime students foreign language instruction in an engaging, immersive manner
- Prepare interested 8th grade students for the LOTE exam
- Engage co-planning and co-teaching with Prime Core teacher in order to address the individual needs of ELL students
- Provide an inviting, engaging, and innovative learning environment for ELL students and establish and maintain effective and appropriate classroom management procedures
- Evaluate ELL students' progress on an ongoing basis including ensuring that Home Language Survey, NYSITELL, and NYSESLAT are administered properly
- Provide professional development to Prime teachers around best practices around freestanding ESL instruction
- Prepare written reports accurately and communicate and consult effectively with parents, students, teachers and administrators
- Serve as an advisor and advocate to ELL students and their families
- Use student data on an ongoing basis to assess, to plan/modify instruction, and to monitor student learning
- Work with content-area teachers to modify curriculum and materials where necessary to meet the needs of the ELL students
- Ensure Prime Public's compliance with Home Language Survey administration, NYSITELL administration, NYSESLAT administration, the Language Allocation Policy, etc.

Qualifications:

- An understanding of and commitment to Prime Public's mission, vision, goals, educational philosophy and programs, as described in the school's charter; a bedrock belief that all students can achieve at high levels given the right expectations and support
- A Bachelor's degree or higher in addition to all appropriate state certifications
- A minimum of three years experience as an ESL teacher, preferably in a middle school setting
- An understanding and knowledge of ESL techniques and strategies for different levels of language acquisition for English language learners
- Demonstrated ability to employ various teaching methodologies to accommodate different and modalities and to differentiate instruction to meet the needs of individual learners
- A passion for innovation, educational research and an respect for professional learning communities
- Demonstrated ability to communicate and work effectively with parents, community members, and colleagues
- Demonstrated ability to evaluate assessments and other measures of student achievement, develop appropriate and timely goals, and willingness to be held accountable for student results
- Bilingual (English/Spanish) preferred
- Experience with oral language assessments, NYSITELL, and NYSESLAT
- A commitment to serving students with special needs, English Language Learners, and students who live in poverty
- A sense of humor and the ability to tolerate ambiguity in dynamic startup environments

PRIME Public Charter School

Prime Studio Specialists

Description:

Prime Public Studio Specialists are passionate educators who can help students to discover and become experts in an area of their choice during a “Prime Studio” class that brings authentic projects into the school environment. They are also responsible for a school-wide non-core class, such as physical education or foreign language, and are entrusted with providing high-quality, engaging instruction for students, collaborating with other teachers, and empowering students to succeed as both citizens and scholars.

Responsibilities:

- Work with the COO to develop outside partnerships with organizations who can engage students in helping them solve real-world problems
- Develop plans for each student to track and monitor their goals and progress, utilizing tools and structures culled from Big Picture Learning and other organizations with experience in internships and other school-community collaborations
- Create a coaching model to enable students to explore potential project options and solve related problems of time and resource management; student motivation; and access to expertise and academic knowledge necessary to complete studio projects
- Organize student learning “exhibitions” that provide a forum in which students can demonstrate their work to the larger school community and the partner organization
- In their specialty area, develop effective, standards-aligned lessons and assessments that support student learning and achievement of school academic objectives and benchmarks, and Common Core Learning Standards
- Utilize rigorous and developmentally appropriate curricula, instructional materials, and strategies to present students with new skills, concepts, and knowledge
- Administer, collect, and analyze qualitative and quantitative data gathered from a variety of assessments on each student
- Analyze data from student assessments individually and with colleagues, administration, or students’ families in order to inform his or her work, modify practices, re-teach content and skills as necessary, and increase student achievement
- Collaborate with administrators, specialists and other colleagues in designing, reviewing, and aligning standards; executing lessons, including participating in collaborative planning; and, as appropriate, peer review of standards-aligned learning experiences
- Collaborate with special education teachers to implement Individualized Educational Programs for students with special needs in order to ensure they achieve academically at high levels, and are fully included in the Prime Public community
- Collaborate with ELL Specialist to support English Language Learners/Limited English Proficient student programming to ensure that they achieve academically at high levels and are fully included in the Prime Public community
- Build relationships with families of Prime Public students through frequent communication about students’ progress and ways that families can support their children’s learning
- Create and sustain a positive, effective, and rigorous classroom/community environment, including celebrating student work and accomplishments on a daily basis, following up and through with student discipline issues, and maintaining Prime Public’s high scholarship and citizenship expectations for

PRIME Public Charter School

students

- Maintain an open classroom environment that allows for observational feedback and ongoing professional development
- Strive to improve her/his own practice, to acquire and enhance the skills and knowledge necessary for excellent instruction, and to generally increase his/her effectiveness in the classroom and in Prime Public community
- Model professional behavior at all times by attending all relevant meetings, meeting assigned deadlines, maintaining timely, constructive, and professional communication with fellow community members, and adhering to staff policies

Qualifications:

- Understanding of and commitment to Prime Public’s mission, vision, goals, educational philosophy and programs, as described in the school’s charter; a bedrock belief that all students can achieve at high levels given the right expectations and support
- Experience teaching adolescents in formal or informal environments; professional experience or experience in the arts, sports, finance, or design/engineering highly desirable; we are interested in finding non-traditional educators who have an expertise that they want to share with students
- Ability to actively engage students in their own learning, academically and non-academically
- Strong organizational and classroom/course management skills
- Experience working with diverse populations of students, parents and families, and in differentiating instruction to fully support the needs of diverse learners
- Fulfills all NCLB “highly qualified” requirements and appropriate NYS certifications and content knowledge as demonstrated by a undergraduate/advanced degrees ~~and~~ professional experience in their content area
- Strong communication skills and experience working collaboratively in team setting
- Demonstrated openness and responsiveness to constructive feedback and a commitment to improvement through professional development at the individual, group, and whole-school levels
- A commitment to serving students with special needs, English Language Learners, and students who live in poverty
- A sense of humor and the ability to tolerate ambiguity in dynamic startup environments

posse

continuo

Prime Journeys: Guidance Counselor

Description: The guidance counselor will be responsible for coordinating and overseeing the Prime Journeys team, who leads intimate advisory groups that help students develop their social-emotional skills. The guidance counselor will also lead the Prime community in restorative justice practices and provide professional development to Prime teachers. The guidance counselor will also provide mandated counseling for students.

Responsibilities:

1. Lead and manage the Prime Journeys team consisting of Community Based Organization (CBO) counselors and social work interns
2. Ensure that all students connect with at least one adult within Prime Public
3. Run an advisory program (Prime Journeys) for 15 students
4. Lead the school in restorative justice approaches and holistic approached to discipline
5. Make him/herself available to all students seeking guidance and counseling services

PRIME Public Charter School

6. Advocate on behalf of the student and/or his/her family. Take all necessary and reasonable precautions to protect students.
7. Facilitate outreach efforts to provide services to students, parents/guardians and staff
8. Connect students, parents/guardians and staff with specialized referral agencies
9. Understand, evaluate, and interpret academic performance data. Interpret information about students
10. Implement individual and group counseling methods when appropriate or required by an IEP
11. Participate in the Annual Review process, when requested or requires by a student's IEP
12. Submit required reports promptly and accurately
13. Build relationships with high schools throughout New York City and that ensure Prime Public's graduates are all matched with 9th grade seats at viable high schools

Qualifications:

- An understanding of and commitment to Prime Public's mission, vision, goals, educational philosophy and programs, as described in the school's charter; a bedrock belief that all students can achieve at high levels given the right expectations and support
- A Master of Social Work or higher in addition to all appropriate state certifications
- A minimum of three years experience as Guidance Counselor, preferably in a middle school setting
- Experience with restorative justice approaches
- Willingness to lead a team and also work collaborative with others
- A passion for innovation, educational research and an respect for professional learning communities
- Demonstrated ability to communicate and work effectively with parents, community colleagues
- Demonstrated ability to evaluate assessments and other measures of student achievement, develop appropriate and timely goals, and willingness to be held accountable for student results
- Proven results around the NYC DOE high school admissions process preferred.
- A commitment to serving students with special needs, English Language Learners, and students who live in poverty
- A sense of humor and the ability to tolerate ambiguity in dynamic startup environments

m em bers, an



Work Experience

Deputy Network Leader
Children First Network 107, New York City

July 2009 - present

An experienced educational leader and support professional with a record of contributing to student achievement by leading educational initiatives tailored to meet the needs of diverse students across New York City. An agent of change with a track record of supporting a portfolio of 30 middle and high schools with academic support, policy implementation, and strategic planning.

Team Management

- Leads an instructional team of up to eight Achievement Coaches to ensure that schools receive high-quality, targeted, instructional support in both subject-specific areas and broader support around accountability initiatives
- Guides Achievement Coaches in designing year-long plans of professional development for schools and teachers resulting in coherence around the delivery of high-quality support provided to network schools
- Manages the instructional team by ensuring coaches address issues at the school level from a strength-based perspective and by taking a coaching stance
- Develops team's coaching talent by utilizing a feedback loop inclusive of coach centered goal setting, shadow visits, and collaborative action planning
- Facilitates a yearly process of team self-evaluation and self-reflection that lead to the development of targeted strategies and structures that support all network schools

Work with Schools

- Designs coherent action plans to support schools around new and ongoing instructional initiatives, such as the Citywide Instructional Expectations, Common Core Learning Standards, Quality Review, Principal Performance Review, and Advance, leading to school leaders and faculty having a deep understanding of these initiatives and how to best leverage in meeting their schools' yearly goals
- Ensure principals and schools are prepared for Quality Review and Principal Performance Observations visits, resulting in all network schools receiving a majority of ratings in 'proficient' or 'well developed'
- Helps build relationships between network schools, thus promoting inter-visitations, teacher-to-teacher support, and small learning communities
- Supports teacher leaders and teacher teams around designing and implementing professional development, inquiry studies, and curriculum alignment, resulting in alignment between teacher team work, school goals, and the school's Instructional Focus
- Assists teachers in curriculum development aligned to New York State Common Core Learning Standards resulting in thoughtful, strategic curriculum maps that are aligned to schools' needs
- Advocates for schools amid policy and budget changes by strategically reconfiguring the CFN107 support model, resulting in increased principal satisfaction measured by survey results
- Forges partnerships between external organizations such as Metamorphosis and Eskolta to provide additional support and enrichment to schools

Principal Intern, New York City Leadership Academy
MS 57/Ron Brown Academy, Brooklyn
July 2008 - June 2009

- Fostered a culture of excellence through personal leadership by being responsible for the organization of seventh grade students and team members , resulting in a measurable impact on the student achievement of 7th grade students
- Utilized process of data analysis to set high learning goals and action plans for improving student learning by sharing various models of professional and curriculum development, creating a systematic data system to track student achievement in science, implementing technology within the classroom, member of the Inquiry Team
- Leveraged deep knowledge of curriculum, instruction and assessment to improve student learning by observing teachers and providing feedback and professional development, leading the science department, supervising the 7th grade team, member of the school cabinet, member of the Instructional Leadership Team
- Developed staff and shared school leadership by co-designing the extended day program with 8th grade lead teacher, building teacher leadership capacity within the school
- Managed and generated resources to improve student learning by hiring new staff, managing grant monies and budgetary matters, and building relationships with local high schools and businesses

Founding Middle School English Teacher
MS/821 Sunset Park Prep, Brooklyn
September 2002-June 2008

- Lead teacher for the ELA department: responsible for overseeing unit and lesson plan designs, shared various models for planning, management, and instruction, co-taught and observed ELA teachers and provided constructive feedback
- Integrated Co-Teaching (ICT) leader: piloted the school's first ICT class, responsible for designing viable models of differentiated teaching to be used a district-wide model, assisted the Individualized Education Plan (IEP) teacher with curriculum development and IEP writing
- Teacher mentor: assisted new and second-year teachers with lesson plans, classroom management, assessments, and report cards. Met with teachers and provided push-in teaching support on a weekly basis
- Assistant to the guidance counselor: met with students and parents to offer advice regarding public, private, and parochial high school applications, coordinated high school visits and trips to admission exams, informed parents about scholarship opportunities
- Exam coordinator for ELA state and interim assessments, developed testing schedules, assigned proctors, arranged modified testing environments for all ESL and special education students
- Provided enrichment opportunities for students by creating advanced book clubs, providing Specialized High School test preparation, and coordinated educational and reward trips, including an overnight visit to Washington DC

Middle School English Teacher
 Bay Ridge Preparatory School, Brooklyn
 September 2001-June 2002

- Designed and taught fifth through eighth grade English curricula which incorporated literature and writing skills as recommended by the Core Knowledge pedagogy
- Implemented mainstreaming for self-contained, special education students in various subjects resulting in more inclusive student learning environment
- Provided enrichment for high achieving students through literary book clubs, one-on-one tutoring, and student newspaper
- Coordinated parent events and school drama productions leading to increased parental involvement and overall satisfaction

 **Education, Certifications, & Affiliations**

- July 2009 **New York City Leadership Academy Aspiring Principal Program**
- July 2003 **New York University**
The Steinhart School of Education
 MA in secondary English education
- May 2001 **New York University**
The Gallatin School of Individualized Study
 BA in English and secondary English education
- 2009 New York State School Building Leader Certificate
- 2006 New York State Public School
 Permanent Teacher Certificate:
 English grades 7-12

Member of the American Association of School Administrators
 Member of the National Council for Teachers of English
 Member of Kappa Delta Pi International Honor Society in Education

 **Skills and Knowledge**

Best pedagogical practices 	Common Core Instructional Shifts in English and math 	Designing informative, authentic, formative and summative assessments 
Coaching teachers and principals 	NY State and City accountability measures 	Using data and the Inquiry Cycle to adjust instruction and school goals 
Knowledge of how adults learn best 	NYSED assessments and testing regulations for grades 6-12 	New school development, proposal, regulations, opening, and support 
NY State Common Core English Standards 	Quality Review rubric 	Teacher effectiveness/Advance, MoSL and MoTP 
NY State Common Core Math Standards 	Strategic S/CEP development and feedback 	Support, regulations, and processes around principal and teacher tenure 

Prime Public Charter School PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD						Assumptions	
*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.						DESCRIPTION OF ASSUMPTIONS - Please reference section/page number in application if applicable. For example, student enrollment would reference the page in the application that states enrollment targets.	
Please Note: The student enrollment data entered below in the Enrollment Section beginning in row 148. This will populate the data in row 10.							
Total Revenue	2,457,931	4,124,927	6,186,079	6,162,020	6,162,020		
Total Expenses	2,316,167	3,641,488	5,647,936	5,799,727	6,043,258		
Net Income (Before Cash Flow Adjustments)	141,764	483,438	538,144	362,293	118,762		
Actual Student Enrollment	108	216	324	324	324		
Total Paid Student Enrollment	108	216	324	324	324		
	Year 1 2016	Year 2 2017	Year 3 2018	Year 4 2019	Year 5 2020		
*Year 1 should tie to Totals for Year 1 on Tabs 4 and 5							
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue							
New York City CSD 13 (2016-17+)	14,027	1,514,916	3,029,832	4,544,748	4,544,748	2016-17	
School District 2 (Enter Name)	-	-	-	-	-		
School District 3 (Enter Name)	-	-	-	-	-		
School District 4 (Enter Name)	-	-	-	-	-		
School District 5 (Enter Name)	-	-	-	-	-		
Special Education Revenue	157,097	309,705	457,825	457,825	457,825	Uses SED mandated enrollment targets; conservatively assumes that 100% of students are 20-59% at \$10,390 per SWD	
Grants	-	-	-	-	-		
Stimulus	-	-	-	-	-		
Other	-	-	-	-	-		
TOTAL REVENUE FROM STATE SOURCES	1,672,013	3,339,537	5,002,573	5,002,573	5,002,573		
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs	-	18,296	36,070	53,321	53,321	Assumes \$1210.07 per SWD student from the PRIOR year	
Title I	57,737	113,659	169,906	169,906	169,906	Student	
Title Funding - Other	4,000	6,000	8,000	8,000	8,000	Uses estimate for Title II funding	
School Food Service (Free Lunch)	-	-	-	-	-	Uses NYDOE SchoolFood so only cost of consumed lunches are tabulated	
Grants	-	-	-	-	-		
Charter School Program (CSP) Planning & Implementation	300,000	-	-	-	-	Assumes 200K spent in planning and 300K in Y1	
Other	-	-	-	-	-		
Other (Real Estate)	299,743	599,486	899,230	899,230	899,230	\$2,775.40 per student	
TOTAL REVENUE FROM FEDERAL SOURCES	661,480	737,442	1,113,205	1,130,456	1,130,456		
LOCAL and OTHER REVENUE							
Contributions and Donations, Fundraising	-	-	-	-	-	alone	
Estate Reimbursement	17,010	30,780	44,550	3,240	3,240	student	
Interest Income, Earnings on Investments,	-	-	-	-	-		
NYC-DYCD (Department of Youth and Community Developmt.)	98,844	-	-	-	-	Assumes \$51,000 lump sum plus a per FTE student allocation of: \$391 for Elementary; \$443 for Middle; \$475 for High school (first year only)	
Food Service (Income from meals)	-	-	-	-	-	school	
Text Book	8,583.84	17,167.68	25,751.52	25,751.52	25,751.52	Assumes NYSLT - \$58.25; NYSSL - \$14.98 - NYSLIB: \$6.25	
OTHER	-	-	-	-	-		
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	124,438	47,948	70,302	28,992	28,992		
TOTAL REVENUE	2,457,931	4,124,927	6,186,079	6,162,020	6,162,020		
EXPENSES						List exact titles included in the position category, if different from description, and staff FTE's (Full time equivalent)	
ADMINISTRATIVE STAFF PERSONNEL COSTS						State number of positions for years 2 thru 5 in assumptions if differ from year 1	
Executive Management	1.00	130,000	136,500	158,325	166,241	174,553	Executive Director
Instructional Management	1.00	115,000	120,750	141,788	148,877	156,321	Principal
Chief Operations Officer	1.00	115,000	120,750	136,788	143,827	150,808	Chief Operating Officer
Technology Manager	-	-	68,000	70,040	72,141	74,305	Tech manager starts in Y2 when we have need for infrastructure support
Operation / Business Manager	1.00	65,000	66,950	68,959	71,027	73,158	Business Manager
Administrative Staff	1.00	40,000	41,200	82,436	84,909	87,456	Office manager in Y1; add a second operations associate in Y3
TOTAL ADMINISTRATIVE STAFF	5.00	465,000	554,150	658,335	686,823	716,602	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	6.00	450,000	863,500	1,289,405	1,328,087	1,367,930	beginning Y2
Teachers - SPED	1.00	75,000	157,250	241,968	249,227	256,703	Increases to 2 SPED teachers in Y2
Substitute Teachers	-	-	-	-	-	-	
Teaching Assistants	-	-	-	-	-	-	
Specialty Teachers	3.00	174,000	237,220	360,337	371,147	384,000	Non-full teacher load for ELL, phys. ed. and other required classes; increases to 4 Specialist Teachers in Y2 and 6 in Y3 (salary goes from \$58k in Y1 to \$64k in Y5)
Aides	1.00	30,000	60,900	92,727	95,509	98,374	Increases to 2 aides in Y2, 3 aides in Y3
Therapists & Counselors	1.50	105,000	115,650	191,120	196,853	202,759	Increases to 3 in Y2 and 4 in Y3 (salary increases from 72K in Y3)
Other	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL	12.50	834,000	1,434,520	2,175,556	2,240,822	2,309,766	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS							
	17.50	1,299,000	1,988,670	2,833,890	2,927,645	3,026,368	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes	99,374	152,133	216,793	223,965	231,517	239,000	7.65% for employer share of payroll tax
Fringe / Employee Benefits	129,900	198,867	283,389	292,764	302,637	312,500	10% for health insurance and other fringe
Retirement / Pension	-	63,637	90,684	93,685	96,844	99,999	Assumes 80% participation rate of staff returning for their second year at a 4% match
TOTAL PAYROLL TAXES AND BENEFITS	229,274	414,637	590,866	610,414	630,998	651,500	
TOTAL PERSONNEL SERVICE COSTS	17.50	1,528,274	2,403,308	3,424,756	3,538,059	3,677,868	
CONTRACTED SERVICES							
Accounting / Audit	89,000	97,900	107,690	118,459	130,305	142,155	Audit in Y1 includes initial statement and audit costs in upcoming years and 65K for CSBM or other back office services. Assumes 10% increase/year
Legal	-	-	5,000	5,000	5,000	5,000	Use of pro bono services; hire retainer in Y3
Management Company Fee	-	-	-	-	-	-	
Nurse Services	60,800	60,800	60,800	60,800	60,800	60,800	NYC DOH: will assume \$80/hour for 4 hours a day as a placeholder if DOH cannot provide
Food Service / School Lunch	4,473	-	-	-	-	15,513	free other years
Payroll Services	6,825	14,060	21,089	21,722	22,374	23,024	Assumes \$15 pay staff member per payroll cycle and then 3% COLA
Special Ed Services	-	-	-	-	-	-	
Titement Services (i.e. Title I)	-	-	-	-	-	-	
Other Purchased / Professional / Consulting	52,500	70,000	87,500	92,500	92,500	92,500	Includes estimates for PD like Big Picture Learning, socio-emotional development, etc. and substitute teachers @\$125/day for every teacher day off
TOTAL CONTRACTED SERVICES	213,598	242,760	282,079	298,481	326,492	358,962	
SCHOOL OPERATIONS							
Board Expenses	7,500	7,500	7,500	7,500	7,500	7,500	Board retreat expenses
Classroom / Teaching Supplies & Materials	11,610	23,220	34,830	34,830	34,830	34,830	Assumes \$125 per new student plus full replenish in Y3 and Y4
Special Ed Supplies & Material:	7,560	14,904	22,032	22,032	22,032	22,032	Assumes \$500 per special ed student
Textbooks / Workbooks	10,800	10,800	10,800	10,800	10,800	10,800	Y5
Supplies & Materials other:	10,800	21,600	32,400	32,400	32,400	32,400	Assumes \$100 per student per year
Equipment / Furniture	8,100	8,100	8,100	8,100	8,100	8,100	replacement
Telephone	5,280	5,280	5,280	5,280	5,280	5,280	3+1 for phone
Technology	3,600	3,600	3,600	3,600	3,600	3,600	2 lines of cable/fios service
Student Testing & Assessment	7,400	12,800	18,200	18,200	18,200	18,200	\$50 per student for nationally norm-referenced exam and \$2000 for scoring reports
Field Trips	6,480	12,960	19,440	19,440	19,440	19,440	Assumes \$60/student for admissions fees
Transportation (student)	-	-	-	-	-	-	
Student Services - other	-	-	-	-	-	-	

Office Expense	15,600	19,200	16,000	20,000	20,000	\$4000 per year
Staff Development	4,000	8,000	12,000	16,000	20,000	Participation in retreats and conferences for staff
Staff Recruitment	9,000	20,000	25,000	25,000	25,000	Fees for teacher fairs, postings, outreach and travel
Student Recruitment / Marketing	15,000	20,000	25,000	25,000	25,000	Vanguard and CBO outreach costs
School Meals / Lunch	-	-	-	-	-	Using SchoolFood so no costs incurred
Travel (Staff)	-	-	-	-	-	
Fundraising	-	-	-	-	-	Fundraising handled by Executive Director
Other	1,000	1,000	1,000	1,000	1,000	Lump estimate for bank charges
TOTAL SCHOOL OPERATIONS	123,730	188,964	241,182	244,457	269,157	
FACILITY OPERATION & MAINTENANCE						
Insurance	17,500	30,625	53,594	58,953	64,848	Assumes building, general, D&O and other insurance in Section III of narrative
Janitorial	30,000	33,000	36,300	39,930	43,923	Custodial contract estimated at \$30,000 year and add 10% per year
Building and Land Rent / Lease	259,200	534,600	826,200	850,500	874,800	square foot per year. Facilities research with real estate agents estimated \$30 per square foot in CSD 13.
Repairs & Maintenance	10,000	17,000	25,000	25,000	25,000	Assumes minor repair contingency fund
Equipment / Furniture	15,000	25,000	30,000	30,000	30,000	Assumes contingency in case of disrepair or damage beyond the scope of insurance
Security	37,800	38,934	40,102	41,305	42,544	Assumes \$18/hour for 10 hours/day of 210 days, including summer
Utilities	27,000	40,500	60,750	69,863	80,342	Assumes \$1,775 for 8 months and \$3,200 for 4 summer months and 50% increase for Y2/Y3 and 15% in Y4/Y5
TOTAL FACILITY OPERATION & MAINTENANCE	396,500	719,659	1,071,946	1,115,551	1,161,458	
DEPRECIATION & AMORTIZATION	29,064.76	61,798.29	102,972.48	103,179.33	128,786.19	Assumes straight line depreciation of 3 years for electronics and 7 years for furniture
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	25,000	25,000	525,000	500,000	500,000	25K minimum for first 3 years for dissolution and then additional reserves
TOTAL EXPENSES	2,316,167	3,641,488	5,647,936	5,799,727	6,043,258	
NET INCOME	141,764	483,438	538,144	362,293	118,762	
ENROLLMENT - * School Districts Are Linked To Above Entries*						
New York City CSD 13 (2016-17+)	108	216	324	324	324	New York City
School District 2 (Enter Name)	-	-	-	-	-	
School District 3 (Enter Name)	-	-	-	-	-	
School District 4 (Enter Name)	-	-	-	-	-	
School District 5 (Enter Name)	-	-	-	-	-	
TOTAL ENROLLMENT	108	216	324	324	324	
REVENUE PER PUPIL	22,759	19,097	19,093	19,019	19,019	
EXPENSES PER PUPIL	21,446	16,859	17,432	17,900	18,652	
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES						
Example - Add Back Depreciation	29,064.76	61,798.29	102,972.48	103,179.33	128,786.19	Assumes straight line depreciation of 3 years for electronics and 7 years for furniture
Other	-	-	-	-	-	
Total Operating Activities	29,065	61,798	102,972	103,179	128,786	
INVESTMENT ACTIVITIES						
Purchase of Classroom and Office Furniture	(51,320)	(39,920)	(40,340)	(15,000)	(15,000)	1 science lab with 2 offices calculated at per desk, chair, table and storage charges, and upgrades in Y4/Y5. Additional 3K in Y1 for whiteboards and other classroom improvements
Purchase of Chromebooks and Carts and Network Installations	(65,200)	(81,092)	(106,234)	(59,392)	(86,284)	Y3, plus 1 laptop per staff member and 5 printers in Y1; add and replenish a smartboard and laptops
Total Investment Activities	(116,520)	(121,012)	(146,574)	(74,392)	(101,284)	
FINANCING ACTIVITIES						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	None anticipated
Other	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	
Total Cash Flow Adjustments	(87,455)	(59,214)	(43,602)	28,787	27,502	
NET INCOME	54,309	424,224	494,542	391,081	146,264	
Beginning Cash Balance	2,260	56,568	480,793	975,335	1,366,416	
ENDING CASH BALANCE	56,568	480,793	975,335	1,366,416	1,512,680	

TABLE 1: APPLICANT GROUP INFORMATION							
*Minimum of 5 members must be designated as Trustees							
NAME OF APPLICANT GROUP MEMBER	EMAIL ADDRESS	CURRENT EMPLOYMENT	RELEVANT EXPERIENCE, SKILLS, AND ROLE ON APPLICANT GROUP (Key Words)	PROPOSED ROLE (if any) (Trustee, Employee, Consultant, or	PROPOSED POSITION ON THE BOARD (e.g., officer, trustee, or constituent	LENGTH OF INITIAL TERM	VOTING MEMBER (YES OR NO)
Jonathan Skolnick	[REDACTED]	Harvard University - pursuing a Doctorate in Education Leadership	<p>Jonathan has 11 years of direct educational experience in the classroom; providing professional development; in the NYCDOE's Office of Innovation, and working with charter schools and CMOs serving high-needs students:</p> <ul style="list-style-type: none"> • Doctorate of Education Leadership, Harvard University (in progress) • Lead Author, Caliber Schools Charter Application Education Program (opened Aug 2014) • Senior Director, NYCDOE Office of Innovation • Founding team and Director of Field Operations, School of One • Project Manager at NYCDOE Office of School Leadership (led creation of Principals' Portal and Teacher Development Toolkit) • Instructional Designer at Omnilearn, a K-8 STEM company • NYC Teaching Fellow and HS Social Studies Teacher • MST Pace University, BA Brown University <p>Skills: School Design, Startup</p>	Executive Director	N/A	N/A	N/A

<p>Sompon Oerlemans</p>		<p>NYCDOE - Deputy Network Leader</p>
-----------------------------	---	---

Sammi has 14 years of instructional leadership experience at middle schools and high schools throughout NYC:

- Deputy Network Leader, CFN107
- NYC Leadership Academy Graduate (2008)
- Founding Middle School English Teacher
- MA New York University, BA New York University

Skills: Instructional leadership, teacher development, adult learning, developing professional learning communities, new community school development

Principal	N/A	N/A	N/A
-----------	-----	-----	-----

<p>April Gariepy</p>		<p>Achievement First - Director of network support recruitment and strategy</p>	<p>April has 12 Years experience working in leading CMOs and educational non-profits around community and parent engagement as well as performance management and strategic communication:</p> <ul style="list-style-type: none"> • Achievement First - Director of Network Support Recruitment and Human Capital • P.S. 11 School Leadership Team (SLT) elected parent member • Compass Charter School Advisory Board member • TNTP - Performance Management Group • La Cima Elementary Charter School - Director of Strategy and Planning • NYCDOE Talent Office - Communications Director • MPA Baruch College (National Urban Fellow), BA Bridgewater State University <p>Skills: Human capital strategy / external relations</p>	<p>Director of Community Outreach and School Culture</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
-----------------------------	---	---	--	--	------------	------------	------------

<p>Guerschmid e Saint- Ange</p>		<p>Achievement First - Director of External Realtions</p>
--	---	---

Guerschmide is an East New York native with eight years of experience engaging family voice and choice to assure a responsive, collaborative Board:

- Director of External Relations, NY - Achievement First
- Director of Advocacy and Parent Engagement, Achievement First
- School Support Specialist, Achievement Network
- 7th, 9th, 10th Grade English Teacher, Norfolk and Newport News, Virginia
- MA Harvard University, BA Hampton University

Key Skills: Community Outreach and External Affairs

<p>Trustee</p>	<p>Trustee</p>	<p>2 Years</p>	<p>Y</p>
----------------	----------------	----------------	----------

Stacey Gillett	[REDACTED]	Bloomberg Philanthropies
----------------	------------	--------------------------

Stacey managed the budget for a \$70 million innovation division and will ensure that innovation and high-quality execution go hand-in-hand. She has expertise in government innovation and political engagement:

- Government Innovation, Bloomberg Philanthropies
- Exec. Dir. for Strategy and Sustainability, NYCDOE
- Deputy Chief of Innovation, NYCDOE
- Advisor, NYC Center for Economic Opportunity
- Legislative Aide, Office of Senator Charles Schumer
- Staff Assistant, U.S. House of Representatives
- MPA NYU, BA The George Washington University

Key Skills: Operations, Financial Management, Strategy, and Government Relations

Trustee	Trustee	1 Year	Y
---------	---------	--------	---

Allison Akhnoukh	[REDACTED]	2Revolutions LLC -Chief of Staff
------------------	------------	----------------------------------

Allison has worked with high-performing CMOs and has significant experience with financial analysis and oversight, organizational operations, budgeting, and development:

- Chief of Staff, 2Revolutions
- Founding COO/CEO, Caliber Schools
- Regional Director of Growth and Sustainability, KIPP Foundation
- Director of School Portfolio Management, Oakland Unified Public School District
- Director of Development, Epiphany Middle School
- Investment Banking Analyst, Lehman Brothers
- BA Dartmouth College, MBA Harvard Business School

Key Skills: Operations and Finance, Strategy and Growth, CMO Management

Trustee	Trustee	1 Year	Y
---------	---------	--------	---

Tony Siddall	[Redacted]	Amplify - Director of Bids and Proposals
--------------	------------	--

Tony has extensive experience reviewing and managing charter schools and charter school board processes and systems:

- Director of Bids & Proposals, Amplify, Inc.
- Senior Director, Growth Strategy - Achievement First
- Senior Director of Governance and Authorizer Relations - Achievement First
- Program Coordinator, Boston Public Schools
- Assistant Director, Charter School Accountability - Massachusetts Department of Education
- MBA University of Oxford, BA Brown University

Key Skills: Charter School Board Governance and Authorization / Technology

Trustee	Board Chair	2 Years	Y
---------	-------------	---------	---

Megan Adams	[REDACTED]	Lab Middle School for Collaborative Studies - Principal
-------------	------------	---

Megan has 13 years of experience as one of NYC's most respected middle school principals:

- Principal, Lab Middle School for Collaborative Studies
- Middle School Leadership Initiative
- Cahn Fellowship for Distinguished Principals
- Ed.D. Educational Administration, Ed.M, the University of Nebraska-Lincoln; Educational Leadership in Public Schools, Teachers College, Columbia University
- BA, History, Art History and Political Science, the University of Iowa

Key Skills: Instruction, Instructional Leadership, School Budgeting, Talent Recruitment, Staff Development

Trustee	Trustee	2 Years	Y
---------	---------	---------	---

