APPLICATION SUMMARY	
Charter School Name	ReSolve Charter School 4
Applicant Name(s)	Dr. Edward Fergus-Arcia
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Media Contact Name	Dr. Edward Fergus-Arcia
Media Contact Email Address	eddie.fergus@esinyc.org
Media Contact Telephone Number	212-998-5253
District of Location	East Harlem (CSD 4), South Bronx (CSD 8), East New York (CSD 19), Brownsville (CSD 23), or Jamaica (CSD 29)
Opening Date	September 2014
Proposed Charter Term	SY2014-15 to SY2018-19
Proposed Management Company or Partners	Not applicable
Projected Enrollment and Grade Span During Charter Term	9-12 289 students
Projected Maximum Enrollment and Grade Span	9-12 289 students
Mission Statement	The mission of ReSolve Schools is to create greater opportunities for Black and Latino young men and women by providing educational experiences that prepare them to complete at least two years of college or two years of success in a job apprenticeship program.

> The continued educational failure of so many young men imposes unacceptable costs across American society. Every dollar spent to incarcerate a Black or Latino man or boy, to support them during periods of unemployment, to house them when they are homeless and destitute, to police them, to pay for the cost of emergency room medical care, or to support their children could be redirected to address other needs. Across the country, some private or charter schools in urban communities offer innovative models that may provide positive outcomes for young male students of color, but much more research is needed to determine what exactly works and how policy solutions can be implemented in large numbers of urban schools.
>
> --Pedro Noguera, Executive Director,
> Metropolitan Center for Urban Education at New York University

ReSolve Schools is the culmination of a city-wide effort to identify effective practices for meeting the needs of Black and Latino youth. It combines the best thinking and research on education, youth development and advocacy, and college and career preparation to create an innovative, cohesive whole-school model. ReSolve Schools benefit from a unique partnership with the New York City Department of Education and the Open Society Foundation to model effective collaboration between district and charter schools.

ReSolve Schools Key Design Elements

1. **Culturally Responsive Education:** All aspects of the school—operational, professional and instructional—will be designed and implemented through the lens of culturally responsive education (CRE), including hiring, curriculum and pedagogy, teacher training and professional development, school culture and discipline.
2. **Competency-Based Academic Program:** Students will be required to master a defined set of specific competencies, including academic skills and knowledge, personal behaviors, and college and career readiness. Students select two to six week courses based on the competencies they need. Teachers create content-based seminars supported by small group tutorials that build skills through direct instruction and computer-based learning.
3. **Digital Pathway:** Personalized instruction requires ready access to standards and benchmarks, curriculum materials and resources, and instruction and assessment tools that meet the needs of students and teachers. ReSolve will utilize a digital pathway that allows students to personalize their learning and share resources across schools.
4. **Systematic Assessment & Data Management:** The ReSolve assessment system will be aligned to the competency-based framework to provide frequent and useful feedback to all stakeholders in the school, including students, teachers and parents. ReSolve Schools will employ authentic, problem-based assessments that allow students to demonstrate mastery in multiple and culturally responsive ways.
5. **Student Support and Advocacy:** ReSolve Schools will implement a comprehensive support system that organizes school culture around college and career readiness, including rites of passage experiences, guidance and youth development supports. Every student will be assigned a Youth Advocate and participate in single-gender advisory teams. The schools will coordinate wrap-around services for families as well.
6. **Early College and Workplace Experiences:** Beginning in 9th grade all students will take part in a sequence of early college experiences implemented through college access programs that include family engagement and financial planning. Students will also participate in a sequence of workplace learning experiences implemented through an apprenticeship infrastructure with industry and community partners.
7. **ReSolve Network:** Fundamental to the ReSolve model is the simultaneous launch of eight schools—four charter and four district—that operate together in a unique, coordinated network to share effective practices and leverage economies of scale. Instructional resources, including human capital, will be deployed across the network to greatly expand learning opportunities for students while maintaining the benefits of belonging to a small school community. The four charter schools in the ReSolve network will be governed by a single Board of Trustees to ensure collaboration and adherence to the mission and vision.
8. **Redefined Adult Roles:** ReSolve will redefine adult roles to focus on developing culturally competent human capital that is responsive to personalized student learning. The schools will be supported by a Shared Services Team, and Teachers, Tutors and Youth Advocates will work collaborative to ensure students graduate college and career ready.

CERTIFICATION AND ASSURANCES STATEMENT

Proposed Charter School Name _Resolve Charter School 4_____
Proposed School Location (District) _CSD 4, 8, 19, 23 or 29_____

I hereby certify that the founding 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 founding 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 founding 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(s) 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.

Signature of Applicants:	
Date:	3.14.13
Print/Type Name:	Edward Fergus-Arcia

RESOLVE CHARTER SCHOOLS

A New Model of Public Education for Black and Latino Youth

Respectfully submitted to
the New York State Board of Regents
March 15, 2013

Lead Applicant: Dr. Edward Fergus-Arcia,
Deputy Director of the Metropolitan Center for Urban Education,
Steinhardt School of Education, New York University (NYU)

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

A. Mission Statement and Objectives

Mission Statement: The mission of ReSolve Schools is to create greater opportunities for Black and Latino young men and women by providing educational experiences that prepare them to complete at least two years of college or two years of success in a job apprenticeship program.

ReSolve Schools is a new innovative model based on current research and practices in closing the achievement gap and the school to prison pipeline for Black and Latino youth. The ReSolve Model aligns closely with the purposes of the New York State Charter Schools Act:

Charter Law Purposes	ReSolve Charter Schools
Improve student learning and achievement	ReSolve promotes college preparatory schools that are specifically designed to raise achievement levels and ready students for higher education and careers.
Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure	The target population is Black and Latino youth in five low-income neighborhoods in New York City who are statistically at greater risk for academic failure, leading to higher rates of dropping out, unemployment, and incarceration. ReSolve gives preference to low-income students in its lotteries.
Encourage the use of different and innovative teaching methods	ReSolves breaks the mold of traditional high schools by providing multiple modes of learning and support, including problem-based seminars, skill-building tutorials and advisories.
Create new professional opportunities for teachers, school administrators and other school personnel	ReSolve is an innovative network of eight schools that benefits from economies of scale with staff flexibly deployed across schools to provide students in each with the widest range of academic experiences possible.
Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system	Our target population has limited high-quality educational options in the communities we intend to serve. ReSolve will provide families with a new choice of small, culturally responsive schools to meet their needs.
Provide schools with a method to change from rule-based to performance-based accountability systems	ReSolve uses a competency-based approach, which focuses on demonstration of student mastery, holding students and staff accountable for measurable outcomes. As a result, ReSolve Schools will be accountable for achieving the goals in the NYSED Charter School Performance Framework.

Furthermore, the 2010 amendment to the Charter Schools Act established eight specific priorities for approval of applications; ReSolve Schools meet seven of those criteria as the model is specifically designed for:

1. increasing student achievement and decreasing student achievement gaps
2. increasing high school graduation rates with a focus on students with academic skills below grade level and at risk of not obtaining a high school diploma;

3. utilizing high-quality assessments designed to measure a student's knowledge, understanding of, and ability to apply, critical concepts through the use of a variety of item types and formats;
4. increasing the acquisition, adoption, and use of local instructional improvement systems that provide teachers, principals, and administrators with the information and resources they need to inform and improve their instructional practices, decision-making, and overall effectiveness;
5. partnering with low performing public schools in the area to share best educational practices and innovations;
6. demonstrating the management and leadership techniques necessary to overcome initial startup problems to establish a thriving, financially viable charter school; and
7. demonstrating the support of the school district in which the proposed charter school will be located and the intent to establish an ongoing relationship with such school district.

We know of no other charter school that comes close to meeting so many priorities of the charter law. ReSolve Schools initiates a groundbreaking partnership that will bring together district and charter schools to raise the achievement level and high school graduation rate of at-risk students.

B. Key Design Elements

Under Mayor Michael Bloomberg, New York City launched the Young Men's Initiative (YMI) in 2011 to find new ways to improve opportunities and outcomes for Black and Latino young men. YMI is a comprehensive approach that involves the city's education, health, employment training, and justice systems. A key component of YMI is the Expanded Success Initiative (ESI), which is focused on increasing the preparedness of Black and Latino high school graduates for college and careers. ESI is a research and development program designed to invest deeply in a targeted group of schools in order to test and refine best practices and then disseminate them system-wide. To date ESI has scaled up college advisement training across city high schools to increase post-secondary access and supported innovations in 40 existing district schools to strengthen and improve their academics, youth development and school culture practices. The final step in ESI's strategic plan is identifying the programs and practices that dramatically increase college and career readiness, and then integrating them into a comprehensive school model that closes the opportunity gap and redefines college and career readiness. That model will then be put into practice in eight new high schools—four district and four charter schools—that will be known as ReSolve Schools. The NYCDOE is already preparing to open the four district schools; this proposal is for the complimentary four charter schools.

New York State charter law indicates a preference for applications that "demonstrate the capability to provide comprehensive learning experiences to students identified by the applicants as at risk of academic failure." Based on 1) current research into the achievement and attainment of Black and Latino youth, 2) the programs and practices piloted and evaluated to date at 40 ESI schools in New York City, and 3) innovative and successful schools and

programs around the country, we have established ten inter-locking elements as the comprehensive foundation of the ReSolve Schools Model.

1. **Culturally Responsive Education:** All aspects of the school—operational, professional and instructional—will be designed and implemented through the lens of culturally responsive education (CRE), including hiring, curriculum and pedagogy, teacher training and professional development, school culture and discipline.
2. **Competency-Based Academic Program:** ReSolve will utilize a framework of standards-based curriculum and instruction that is aligned to both the New York State Common Core Learning Standards and the NYCDOE College and Career Readiness Benchmarks. Teaching and learning will be wholly organized around supporting students as they master the specific knowledge and skills they need to pass the PARCC-aligned Regents exams, graduate from high school, and complete two years of college and/or a career internship of their choice.
3. **Digital Pathway:** Personalized instruction requires ready access to standards and benchmarks, curriculum materials and resources, and instruction and assessment tools that meet the needs of students and teachers. Based on growing evidence of value and effectiveness, ReSolve will utilize a digital pathway that allows students to personalize their learning and share instructional resources across schools. ReSolve intends to pilot inBloom, the secure technology platform being developed by NYSED to integrate data, services and applications.
4. **Systematic Assessment:** A competency-based school requires frequent assessment of discrete skills and knowledge so students always know what they need to learn to get to the next step and achieve their long-term goals. ReSolve Schools will employ authentic, problem-based assessments that allow students to demonstrate mastery in culturally responsive ways.
5. **Data Management:** The ReSolve assessment system will be aligned to the competency-based framework to provide frequent and useful feedback to all stakeholders in the school, including students, teachers and parents. The inBloom system will provide a robust data management system that will allow students to document valid and reliable evidence of their competencies and allow teachers to plan instruction that addresses their remaining needs.
6. **Student & Family Support and Advocacy:** As a program designed specifically to meet the needs of urban Black and Latino youth, evidence clearly indicates the need for more than just rigorous curriculum and instruction to achieve desired results. ReSolve Schools will implement a comprehensive support system, including rites of passage experiences, youth development and guidance, that organizes school culture around college and career readiness. Every student will be assigned a Youth Advocate who will counsel them individually and in single-gender groups and coordinate wrap-around community services for students and families. In keeping with the tenants of culturally responsive education, ReSolve will utilize a Restorative Justice approach to school culture and discipline.

7. **Early College Experiences:** All students will take part in a sequence of early college experiences implemented through college access programs that include family engagement and financial planning. Using a gradual release of responsibility model, students' understanding of the intellectual and personal requirements for college success will grow as they prepare to do college level work during their high school career.
8. **Workplace Learning Experiences:** Students will participate in a sequence of workplace learning experiences implemented through an apprenticeship infrastructure with industry and community partners. The groundwork for this element will be laid beginning in 9th grade with career awareness and lead to authentic work experiences that go beyond typical high school internships.
9. **ReSolve Network:** Fundamental to the ReSolve model is the simultaneous launch of eight schools—four charter and four district—that operate together in a coordinated network to share effective practices and leverage economies of scale. The efficiencies generated by networking basic operational functions into a single system for nimble start-up and management will increase resources devoted to student learning and achievement. Moreover, instructional resources, including human capital, will be deployed across the network to greatly expand learning opportunities for students while maintaining the benefits of belonging to a small school community. The ReSolve network is the result of an innovative partnership between the NYCDOE and Open Society Foundation, which will provide the proposed charter schools with access to a wealth of resources, including professional development opportunities, data systems, expertise, curriculum resources, not to mention DOE facilities to house each of the ReSolve schools in a community in need of effective schools. The four charter schools in the ReSolve network will be governed by and answer to a single board of trustees to ensure collaboration and adherence to the mission and vision.
10. **Redefined Adult Roles:** ReSolve will redefine leadership roles to focus on developing culturally competent human capital, including adults with expertise in meeting the needs of English language learners and students with disabilities. Leadership will be shared across schools and distributed to the most effective levels. Similarly, the ReSolve teaching and instructional delivery model is designed to support the competency-based framework as well as college and career experiences by redefining adult roles in ways that are responsive to personalized student learning. Teachers and Youth Advocates will all play a critical role in raising student achievement. A flexible staffing strategy will allow students in all ReSolve schools to benefit from adult expertise across the network.

In order to build out this new high school model, the Expanded Success Initiative has already initiated a School Design Fellowship to refine and implement these key design elements. Fellows will develop and prototype each aspect of the model. The program is already in the process of recruiting and selecting Fellows from which leadership of the ReSolve schools and network can be drawn. These individuals will be immersed in learning, collaborative planning and school start-up support over a 14-month period as they build out the elements that define the model. Funding for the fellowship has already been secured via the Fund for Public Schools.

C. Enrollment, Recruitment, and Retention

Target Population: ReSolve Schools will seek students in low-income communities who are completing 8th grade and seeking a structured and supportive high school that prepares them for college and careers. The program is designed especially for Black and Latino youth who may be finishing their middle school career academically below grade level.

Projected Enrollment Over the Charter Term						
Grades	**Ages**	**2013-2014**	**2014-2015**	**2015-2016**	**2017-2018**	**2018-2019**
9th	4-5	75	75	75	75	75
10th	5-6		75	75	75	75
11th	6-7			71	71	71
12th	7-8				68	68
Totals		75	150	221	289	289

Rationale: Each ReSolve school will enroll a 9th grade class in fall 2014 and add one grade per year until each is ultimately a grades 9-12 high school. We have chosen to focus on high school because of the dearth of high quality secondary school options for at-risk students in New York City. The ReSolve school and grade sizes were selected very deliberately, based on research about the benefits of small schools, particularly for at-risk students. Over the past decade numerous studies (e.g., John Slate and Craig Jones, 2005; Lee and Smith, 1997; Ready, Lee & Welner, 2004) have found that school size has significant impact on operational efficiency, curricular diversity and student achievement. They continuously suggest that schools of between 500 and 1000 students operate at peak economic efficiency. On the other hand, while large schools can offer a broader curriculum overall, there is limited evidence that students actually take advantage of additional courses and the dilution of the curriculum may in fact reduce academic quality. Finally, school size by itself has a tenuous relationship with student achievement; however, when social class is introduced into the equation an interesting result emerges: middle and upper class students benefit from larger schools while low-income students benefit from smaller schools. Smaller schools tend to have fewer drop-outs, higher attendance (which is highly correlated with achievement and graduation), better teacher and student morale, less behavior problems and more student and parent involvement. While the benefits of smaller schools are clear, the costs remain a significant challenge. ReSolve threads this needle by creating small schools with a shared mission and vision that operate within a larger network to obtain economies of scale while simultaneously maintaining supportive cultures and communities at each individual campus.

Our grade size is based on the experience of our founding group with creating and sustaining small schools and supported by the findings of a 2010 study by the Manpower Development Research Corporation (MDRC) of the small schools of choice (SSC) initiative in New York City:

- By the end of their first year of high school, 58.5 percent of SSC enrollees were on track to graduate in four years compared to 48.5 percent of non-SSC counterparts.

- By the fourth year of high school, SSCs increased overall graduation rates by 6.8 percentage points, roughly one-third the size of the gap in graduation rates between white students and students of color in New York City.
- SSCs' positive effects are seen for a broad range of students, including male high school students of color.

Each ReSolve school will serve 75 students per grade, enrolling new students in the 9th and 10th grades when they can be effectively oriented and integrated into the school culture and have adequate time to achieve our standards and college and career benchmarks. Some attrition is assumed based on the mobility and life-challenges of the target student population, with higher rates of attrition likely in the 9th and 10th grades, diminishing as students settle into their high school career and begin to focus on post-secondary options.

Demand: The member organizations of the Young Men's Initiative, the ESI partners and the 40 current ESI schools all have extensive experience working with Black and Latino adolescents and their families and know well their desires for high quality school options. While it is easy to stereotype these urban youth as having limited aspirations, in our experience it is primarily the lack of opportunity that holds them back. In New York City, high school enrollment in over 400 high schools is based on a city-wide matching algorithm using students' preferences rather than geography. Therefore, demand for high schools must be considered in this city-wide context rather than the individual CSD of elementary and middle schools (though CSD preference must be given in the charter admissions process even for high schools). The percentage of students being matched with their top five choices has declined in recent years. In spring 2012 a total of 7,931 or about 1 in 10 of the city's 8th grade students were not accepted into any of their choices, suggesting a limited supply of desirable schools. Moreover, many of the best high schools in the city require an entrance exam or audition or have screened admissions, which prevent many of the students in our target population from ever attending. Last year Black and Hispanic students represented 71% of the city's student population but out of nearly 28,000 students who applied for specialized high schools, only 5 percent of Black students and 7 percent of Latinos received offers. And data from 2011 show that more than 25,000 students (34%) were offered seats in high schools where less than half of their students graduate.

While the district has been closing under-performing schools and creating new small schools, demand for the latter remains extremely high. Moreover, there has been strong demand for ESI schools; in 2011 there were 44,968 applicants for 4,919 seats in the 40 operating ESI schools. There is also evidence of high demand for charter schools in New York City: in last year's lotteries, there were 9,853 applicants for 2,161 seats in Harlem, 14,571 applicants for 2,491 seats in South Bronx, and 20,006 applicants for 4,880 seats in Central Brooklyn. Furthermore, while the number of new charter high schools is slowly growing, many begin in 5th or 6th grade and do not enroll new students in 9th grade. ReSolve enters at an opportune time to provide much needed high school options for Black and Latino youth in New York City. While opening four new schools is ambitious, in the context of over 400 other schools ReSolve is just beginning to tackle the demand for high quality secondary seats.

Recruitment Plan: Hanging out a shingle is not sufficient, especially for the rising 8th grade students we wish to reach. Madeline Pérez, a professor of Social Work and Latino Community

Practice, conducted research into how families approach the high school admission process in New York City. She found that middle schools are the most important link between 8th grade families and the high school admissions process and that low-income and middle- and upper-middle-class families made different decisions about high school admissions. Low-income parents encouraged their children to apply to high schools close to home so they could assist with the care of younger siblings or return to their neighborhood in time to work, and to ensure their physical safety in a neighborhood with a high crime rate. She also noted that the "focus on extracurricular activities as priority criteria… highlighted their dependence on schools to provide enrichment for their children." With these issues in mind, ReSolve will mount a coordinated recruitment operation to inform parents of their options and educate them about the benefits of our model. The ReSolve schools will be located in the communities of East New York, Brownsville, South Bronx, Jamaica and East Harlem to alleviate families' concern about their child traveling long distances across the city. ESI and the DOE Office of Post-Secondary Readiness have considerable experience starting new schools and recruiting students to them; they will be tapped to access middle schools serving our target population and work with school counselors to identify students who would benefit from the ReSolve model. In addition to potential feeder schools, ESI and ReSolve staff will work with community-based organizations, including public housing associations, youth sports leagues and afterschool programs, faith-based organizations, and health care providers. YMI provides access to the many city agencies that interface with our target population, e.g., Administration for Children's Services (ACS). Our marketing materials will be translated into multiple languages and clearly explain how our schools welcome and serve students with disabilities and English language learners. School staff will attend high school fairs and information sessions to spread the word and work with existing high school students to engage their siblings, other relatives and friends.

Lottery: If we have more applicants than seats, we will hold a lottery to randomly select enrollment of our students. There will be no restrictions to enter the lottery other than grade eligibility. ReSolve Schools will have an absolute admissions preference for already enrolled students, siblings and residence in the district of location. In addition, we intend to use a weighted preference for low-income students, thus our application will ask, but not require, families to indicate their eligibility for free and reduced price lunch. Families that choose not to provide this information will be included in the lottery but will not receive the preference. (See Attachment 1: ReSolve Admissions Policy.) In accordance with state law, applications for students who live in the CSD in which the school is located will be drawn first followed by those who live outside that district. The remaining students will be placed on a waiting list in the order in which they were drawn for potential enrollment should a seat become available. We will enroll new students in the 9th and 10th grade.

Enrollment Targets

	East Harlem	South Bronx	East New York	Brownsville	Jamaica
	CSD 4	**CSD 8**	**CSD 19**	**CSD 23**	**CSD 29**
FRL	88.6%	91.2%	82.7%	81.0%	77.2%
LEP	9.5%	12.2%	13.1%	1.7%	3.0%
SWD	9.7%	16.7%	12.6%	12.7%	11.1%

Enrollment and Retention Targets: Given that ReSolve schools are specifically designed to attract and support at-risk Black and Latino youth in low-income communities, reaching enrollment and retention targets is likely. ReSolve Schools are specifically designed with retention in mind; a key design element is student support and advocacy. All students will meet regularly in small single-sex groups and one-on-one with a Youth Advocate to build a dependable relationship with an adult and become part of a team based on mutual support. Advocates will be experts in social work, counseling and/or case management and devote their time to advocating for students rather than dividing their time and focus between instruction and support. The Advisory curriculum will explore both internal and external obstacles facing Black and Latino youth and teach them how to navigate their high school years and prepare for higher education and careers.

We also anticipate many of our students will enter the 9th grade academically below grade level for a variety of reasons, including disabilities, language barriers, home or neighborhood environmental factors or just poor elementary education. Personalized learning is designed to ensure every student receives instruction at the appropriate level and targeted to specific needs. In addition, ReSolve Schools will employ experts and programs to accelerate student learning through targeted interventions.

Finally, the ReSolve school culture is grounded in the principles of culturally responsive education (CRE), which include personal reflection of cultural influences, attention to structural conditions surrounding vulnerable populations, and strategies focused on equitable access and opportunity. The schools will recruit staff members who have expressed an interest and a desire to work with at-risk adolescents and have demonstrated skills at building rapport and inspiring excellence. Community building, positive peer pressure and rites of passage experiences will build a sense of belonging and responsibility for the well-being of the community and its members. Discipline will be based on Positive Behavioral Interventions and Supports (PBIS) and Restorative Justice rather than ineffective punitive measures to eliminate the source of the school to prison pipeline.

D. Community to be Served

The disparities for Black and Latino boys are well known. According to the National Center for Education Statistics the performance of African American and Latino 17 year-olds in reading and math is about the same as White 13 year-olds. Black boys are more likely to be classified as mentally retarded or placed in special education. The U.S. Department of Education's Office of Civil Rights recently reported that one in five Black boys has been suspended out of school and Black and Latino students together represented more than 70% percent of those involved in school-related arrests or referrals to law enforcement. And the statistic that sums up the need for ReSolve Schools is: 18% of Black males and 21% of Hispanic males achieved the Regents-Based Aspirational Performance Measure in 2010, compared to 62% of Asian males and 51% of White males. This translates into only 1 in 5 Black and Latino males being college and career ready. We have therefore targeted communities with large at-risk Black and Latino populations.

Community Descriptions: ESI through its work with the NYCDOE and schools throughout the city has identified five communities with some of the greatest needs in the city.

- **East New York:** a primarily residential neighborhood located in the eastern section of the Brooklyn. Its boundaries are Cypress Hills Cemetery to the north, the Queens border to the east, Jamaica Bay to the south, and the Bay Ridge Branch railway tracks to the west. East New York has a population around 90,000 with over half below the poverty line; it contains twelve large public housing developments. The community is predominantly Black with a significant Puerto Rican and Dominican population as well.
- **Brownsville:** Located in central Brooklyn, Brownsville is bordered by East New York Avenue to the north, East 98th Street to the west and the freight rail Bay Ridge Branch of the Long Island Railroad to the south and to the east. Brownsville is dominated by public housing developments, with the highest concentration in New York City. Approximately 70% of Brownsville residents are non-Hispanic Black and about 20% are Hispanic.
- **South Bronx:** The neighborhoods of and around Mott Haven and Melrose comprise the South Bronx. The community is predominantly Latino with the most of the remainder Black. Almost 50% of the population lives below the poverty line.
- **Jamaica:** Previously known as a predominantly Black neighborhood in Queens, Jamaica in recent years has witnessed a sharp influx of other ethnicities, including West Indian immigrants, Indians, Arabs, Russians, Puerto Ricans, Dominicans and Filipinos. It is now one of the most diverse communities in New York City.
- **East Harlem:** also known as Spanish Harlem, located in the northeastern extremity of Manhattan. East Harlem is one of the largest predominantly Latino communities in New York City, mostly made up of Puerto Ricans, as well as a rising number of Dominican and Mexican immigrants. A new and rapidly growing Chinese community is also forming in East Harlem. Over 25% of the population resides in public housing units

School Characteristics

	East Harlem	South Bronx	East New York	Brownsville	Jamaica
	CSD 4	**CSD 8**	**CSD 19**	**CSD 23**	**CSD 29**
Black	29%	26%	53%	80%	70%
Latino	62%	63%	40%	18%	13%
Free	79%	77%	84%	79%	66%
Reduced	4%	7%	5%	5%	9%
LEP	13%	12%	13%	4%	8%
SWD	19%	18%	13%	16%	12%
Black Graduation	66%	50%	60%	43%	68%
Latino Graduation	75%	48%	48%	40%	58%
Median College Readiness Index	21.8%	9.5%	9.2%	20.5%	12.6%

District Descriptions: The school districts targeted by ReSolve Schools within these communities serve predominantly Black and Hispanic students, though the proportions vary by district. The districts are all characterized by poverty, with eligibility for free lunch (not free and

reduced) ranging from 66% to 84%, and low graduation rates. For example, less than half of Black and Latino students are completing high school in the South Bronx and Brownsville. In addition, the median College Readiness Index (percentage of students who have graduated with a Regents Diploma and have met CUNY's standards for college readiness in English and mathematics) is extremely low in these communities; no more than 1 in 5 were college ready.

Meeting the Need: ReSolve is committed to college and career readiness. Given the rising costs of higher education, there have been recent debates about the value of a college education. However, the evidence in support of higher education is compelling, especially for low-income students. According to research by the Pew Charitable Trust's Economic Mobility Project, "The chances of moving from the bottom of the family income ladder all the way to the top are three times greater for someone with a college degree than for someone without one. Moreover, when compared with their less-credentialed counterparts, college graduates have been able to count on much higher earnings and lower unemployment rates." And a new 2013 study examining the current recession found that the impact on 21- to 24-year-olds was considerably more severe for those with less education than recent college graduates. In addition, unemployed college graduates were better able to find jobs than their less-educated counterparts. As Michelle Jackson points out in her book *Determined to Succeed? Performance versus Choice in Educational Attainment*, the choices students make at an education transition, e.g., high school graduation, are influenced by both their performance, which serves as an indicator of future success, as well as the student's perception of the future costs and benefits of various choices. ReSolve Schools are designed to address both the "performance" effect through personalized learning and the "choice" effect, which generally serves to limit the opportunities of low-income minority students, through robust advising and supports.

Partnering with Other Public Schools: The ReSolve Network is specifically designed to bring charter and district schools together in a unique and innovative collaboration. The four charter and four district schools will share staff, training, resources, and curriculum. The rotation of staff among schools is an especially powerful way to expand learning opportunities for students, disseminate effective practices and learn from others. In addition, ESI is currently working with 40 existing district schools that have served as thought partners in the design of the ReSolve model and will be connected to ReSolve Schools through ESI events and programs. For example, School Design Fellows will visit existing ESI schools during the planning year to learn about innovative programs and the challenges of implementation to develop effective versions within the ReSolve schools. Once operational, inter-visitation among all ESI as well as other schools will be encouraged. Furthermore, the partnership with the NYCDOE will provide access to literally hundreds of schools to learn from and share with.

E. Public Outreach

The plan for ReSolve Schools has been disseminated widely. One could not get a more public announcement than Mayor Bloomberg's last State of the City address:

> Time and time again over the last decade, we have raised the bar and our students and teachers have cleared it and our Black and Hispanic students have helped lead the way. Now, we'll accelerate their progress by selecting 12-15 leaders to design eight new high

schools based on the most promising college readiness strategies. It will be a year-long fellowship sponsored by our Young Men's Initiative. And afterwards, the fellows will become leaders at the schools they designed. Fellows can come from any field from education experts to entrepreneurs and their new schools will enroll students primarily from five neighborhoods with high rates of poverty and low rates of college readiness: Harlem, East New York, Brownsville, Jamaica and the South Bronx.

ReSolve has been covered by local and national media outlets, including SchoolBook, a collaboration between the New York Times and WNYC public radio. It has been presented to and discussed with the YMI Advisory Board, whose members include representatives of Children's Aid Society, Big Brothers/Big Sisters, New York Immigration Coalition, Mentoring USA, and Advocates for Children. The ESI Working Group has shared the plan with the leaders of the 40 ESI schools and the superintendents of the five targeted districts as well as their Community Education Councils (CECs). ESI members met with the High School Community Education Council (CEC) on March 13 and are scheduled to meet with the superintendents on March 21. Information has been posted on the DOE website regarding the School Design Fellowship, including a brochure and application. To date the ESI School Design Fellowship has received about 300 applications and is in the process of interviewing candidates. Information has been sent to over 8,000 individual people representing community organizations, non-profits, DOE vendors and school-based employees. In addition, the DOE Deputy Chancellors and Deputy Mayor Gibbs have been briefed about the project. ReSolve has also been discussed with leaders of the 40 current ESI schools, many of whom provided feedback and articulated support.

ReSolve Schools is the culmination of a long-term strategy by ESI to pilot a variety of programs in existing schools that continue to be evaluated and refined to inform the ReSolve school design and implementation. It has been an iterative process involving conversations and feedback from many stakeholders. For example, there have been ongoing meetings with a UFT task force to solicit feedback on the ESI design elements, which have informed our focus on youth advocacy and wrap-around services. School design will also be a component of the ESI Youth Summit in which approximately 500 young men from across the 40 current ESI schools will gather to share ideas around the theme of "pathways to college." Moving forward, youth voice will become an institutional part of the school design process. ESI will recruit students from across the 40 schools to participate in a Youth Fellowship to solicit the input of Black and Latino young men and women. These young people will be current high school students and recent graduates who will be gatekeepers for all the programmatic design elements prototyped during the ESI School Design Fellowship.

F. Programmatic and Fiscal Impact

Programmatic Impact: Because high school enrollment is not based on geography in New York City, the ReSolve charter schools will represent less than 1% of the more than 400 public schools competing for students city-wide and are therefore unlikely to programmatically affect any one particular school. To the extent a ReSolve school draws from it district of location, its entering 9th grade class would account for between 2 and 14% of district enrollment in the

same grade. Moreover, as a program specifically designed to foster collaboration between district and charter schools through a partnership with NYCDOE, we believe ReSolve Schools will have a positive impact on other schools. This will be facilitated by co-location in district buildings that provide immediate opportunities for collaboration on professional development, extra-curriculars, and shared services. The tensions associated with co-locations receive disproportionate attention; the fact is hundreds of public schools in NYC share buildings with cordial and productive relationships. Our partnership with NYCDOE, particularly the Division of Portfolio Planning, will further the plan to locate schools in areas with the greatest need.

Fiscal Impact: ReSolve Charter Schools will have a negligible fiscal impact on the NYC Public Schools. Assuming the annual per pupil funding for NYC remains at $13,527 (which it has in recent years), all four schools combined would receive $4,058,100 in Year 1, which is a fraction of 1% of the city's $19.7 billion Operating Budget (the total budget less pension and debt service costs). Even factoring in entitlement funding, such as Title I, special education, and NYSTL, ReSolve Schools will account for a miniscule portion of the NYCDOE budget. In Year 5, the four schools will receive $15,637,212 in per pupil funding, which remains a very small percentage of the overall district budget. ReSolve will also not have a negative impact on private schools; our target population is low-income students who typically cannot afford tuition and do not attend private schools.

II. EDUCATIONAL PLAN

A. Achievement Goals

- Four years after enrollment 85% of students will demonstrate proficient levels in all domains, including Academic Knowledge and Skills, Academic and Personal Behaviors and College and Career Readiness as measured by ReSolve competencies.
- By the end of a cohorts second year, 75% of students will have passed three Regents exams.
- By the end of a cohorts fourth year, 75% of students will have pass the five Regents required for graduation with a score of at least 75.
- 85% of students who enter in the 9th grade will graduate within four years.
- 95% of students who enter in the 9th grade will graduate within five years.
- All students in special education will achieve their IEP goals as determined by Annual Review.
- Each year 100% of English language learners will improve by at least one level on the New York State English as a Second Language Achievement Test (NYSESLAT).
- All students will enroll in and pass at least one college level course.
- Each year, the group of students who have taken the grade 10 to 12 ACT assessments (PLAN in grade 10, ACT in grades 11 and 12) will reduce the gap between their average score in the previous year (including EXPLORE in grade 9), and the College Readiness Benchmark score in English and Math by 50%. Students who achieve the College Readiness Benchmark Scores for their grade will continue to achieve the College Readiness Benchmark on subsequent tests and in subsequent grades.

- The average PSAT and SAT/ACT scores for each school will exceed the state average.
- Of graduates who enroll in college immediately after high school, 90% will remain enrolled in good standing for at least two years.
- Of graduates who enroll in job training immediately after high school, 90% will remain in good standing for at least two years as measured by a retention rubric. ReSolve intends to partner with Bottom Line and use its rubric for college and career success.

B. School Schedule and Calendar

Schedule: The average adolescent needs as much as 9.5 hours of sleep but gets fewer than seven hours, according to the National Sleep Foundation. The Center for Applied Research and Educational Improvement at the University of Minnesota has found that the sleep-inducing brain chemical melatonin is only secreted in adolescents from about 11 p.m. to 8 a.m., making them more likely to stay up late and then doze during their first-period classes in traditional schools. Based on this compelling research ReSolve Schools' schedule will start later and reflect a more professional work schedule. Schedules will be somewhat flexible to accommodate students' needs and off-site activities such as enrollment in college courses and internships.

The typical academic day will begin at 9 a.m. and run until about 4 p.m. Student will primarily participate in three types of activities:

- **Seminars:** Whole class, problem-based seminars will be led by seasoned educators with deep content knowledge and subject-area expertise. They will typically last 60-90 minutes, depending on the types of activities planned. Most seminars will cover a topic thoroughly over 2-4 weeks.
- **Tutorials:** Intensive skill-building classes will be led by Tutors who have been trained to support small groups of students in developing specific competencies. The tutor may engage in direct instruction with students or facilitate online learning. Tutorials generally last 30-60 minutes and last until students have mastered the targeted content.
- **Advisory:** These small, single-sex group teams will be led by Youth Advocates with a social work or youth development background. Advocates will focus on building students' social capital to ready them for college and careers; activities will include goal setting and strategic planning, character education, current events, and dispute resolution. Advisory typically meets for 60 minutes.

Student Schedules: Weekly schedules will be personalized for each student based on the competencies they need to acquire. They will change at least every two weeks in order to regroup students and target instruction. This approach is based on the NYCDOE Office of Postsecondary Readiness School Time Lab pilot funded by the Dell Foundation. It builds on the lessons learned from transfer schools that deliver content in modularized units, such as the approach developed by Good Shepherd Services' Transfer School Unit. Attachment 3a contains a sample student schedule.

Seminars and Tutorials together comprise academic instruction. By taking both types of classes students will earn the equivalent credits typically acquired through single subject classes in

traditional high schools. For example, a student might acquire English credit through a combination of a Shakespeare seminar, writing tutorial and reading tutorial.

Teacher Schedules: This is an area of major innovation. Seminar instructors will have extended blocks to dive deeply into a subject they know and teach well. Tutorial instructors will have short blocks to deliver quick bursts of intensive skill development or scaffold material for seminars. Moreover, teachers at ReSolve Schools will not necessarily be attached to an individual campus. For example, a high demand English seminar on Toni Morrison may be scheduled at each ReSolve campus once during the year and be taught by one teacher with a particularly strong grasp of the content and related pedagogy. With regular assessment of student competencies and surveys of student interests, teachers' schedules will be built and adjusted across the network. See sample teacher schedule in Attachment 3a.

Calendar: ReSolve Schools will generally follow the NYCDOE school year calendar, including holidays and vacations. Teachers will participate in a three week Summer Institute in August to participate in professional development and plan for the year. The school year for students will run from September 4, 2014 until June 24, 2015, which provides students with 182 days of instruction. Because ReSolve Schools are competency-based, courses and programs are not based on semesters but tailored to the needs of students. The schools will use a quarter system to deliver standards-based report cards and hold conferences with parents and guardians. See Attachment 3b for the school's 2014-15 Calendar.

C. Curriculum and Instruction

Culturally Responsive Education: Teaching and learning will be embedded in the framework of culturally responsive education (CRE). While appropriate for all schools, regardless of racial and ethnic composition, CRE is especially important for those cultures that are marginalized in education and society, e.g., Black and Latino youth, particularly males. As Christina Hoff Sommers, author of *The War Against Boys*, points out, "improving the performance of black, Latino and lower-income kids requires particular attention to boys." Trends like the decline of recess, zero-tolerance disciplinary policies, and the criminalization of minor juvenile misconduct exacerbate both the race and gender gap. Sommers notes that:

> Black women are nearly twice as likely to earn a college degree as black men. At some historically black colleges, the gap is astounding: Fisk is now 64 percent female; Howard, 67 percent; Clark Atlanta, 75 percent. The economist Andrew M. Sum and his colleagues at the Center for Labor Market Studies at Northeastern University examined the Boston Public Schools and found that for the graduating class of 2007, there were 191 black girls for every 100 boys going on to attend a four-year college or university. Among Hispanics, the ratio was 175 girls for every 100 boys; among whites, 153 for every 100. (2013)

Researchers have also found that subconscious biases can limit opportunities for boys. For example, studies have found that boys who perform equally as well as girls on reading, math, and science tests are graded less favorably by their teachers, but this less favorable treatment essentially vanishes when non-cognitive skills are taken into account (Cornwell, Mustard and

Van Parys, 2013). This matters because grades often equal access to advanced classes, enrichment programs and honor societies, which in turn open doors to higher education, internships and jobs.

Finally, students in our target population face unique challenges, such as “stereotype threat,” or debilitating anxiety caused by negative feelings about an identity characteristic, such as race or gender, that can undermine academic performance. But research shows this can be mitigated through specific strategies. For example, a study of Latino students found that those who completed "values-affirmation" classroom assignments throughout the school year had persistent positive academic effects (Sherman et al, 2013). Participants in the study reported feeling less stressed about their identities and sense of belonging at school and had higher grades.

Culturally responsive education is based on the beliefs that all culturally and linguistically diverse students can excel when their culture, language, heritage, and experiences are valued and used to facilitate their learning and development in conjunction with access to high quality teachers, programs, and resources (Gay, 2010; Klinger et al, 2005; Ladson-Billings, 1994). The application of CRE goes well beyond basic awareness of surface culture, i.e., aspects of culture that are explicit, visible and taught, such as language, food, dress, music, visual arts, or literature. It requires a desire to learn and understand the many differences below the surface.

Aspects of Culture Below the Surface

• body language • attitudes about touching • eye contact • facial expressions • tone of voice • courtesy • personal space • concepts of time • conversational patterns • nonverbal communication	• rules of conduct • pattern of emotions • notions of modesty • concepts of beauty • courtship practices • tolerance of pain • conception of self • conception of past and future • definition of obscenity • attitude towards dependents	• notions of leadership • nature of friendships • attitude toward elders • concept of cleanliness • notions of adolescence • patterns of group decision-making • preference for competition or cooperation • problem-solving roles

Professor Gloria Ladson-Billings, a pedagogical theorist, teacher educator and past president of the American Educational Research Association, suggests “Culturally responsive education is a framework that recognizes the importance of including students’ cultural references in all aspects of learning.” Key components of CRE are:

- **School Culture:** behavioral expectations, leadership and organizational structures and practices, and relationships with families and the community.
- **Knowledge Construction:** role of privilege and power in construction of knowledge and its influence on history and cannon.
- **Self-Reflection:** awareness of prejudices, stereotypes and biases.
- **Pedagogy:** designing learning to benefit all students, regardless of race, ethnicity, gender, language proficiency or ability.
- **Content Integration:** curriculum topics and resources that reflect and provide access to a diversity of cultures.

As an important aspect of the Young Men's Initiative, ReSolve Schools will apply CRE through the lens not only of race and ethnicity, but of gender as well. For example, gender will be considered in the selection of curriculum, instructional methods, literature and informational text, learning tasks and assessments. ReSolve schools specifically do not feature single-sex enrollment; nevertheless, they will use single-sex activities judiciously to address real differences between male and female adolescents. (See Section II.F School Culture and Climate for a discussion of the single-sex Advisory program.) The following discussion explains the components of the ReSolve academic program and how they fit within the CRE framework.

High Expectations: The mission of ReSolve Schools is college and career readiness. The belief that all students with appropriate support and effort can and will achieve this mission will be established from the start through communication with families and students during the application and enrollment phase, facilitated staff conversations and trainings during the Summer Institute, and structured orientations for new students. There will be no tracking or separate expectations for different types of students. Personalized learning means students take their own path, but all are expected to arrive at the same high college and career readiness goals.

Competency-Based Teaching and Learning: There is abundant research into the relationship between goals and performance, which shows that providing students with clear objectives raises achievement (Slotnik and Smith, 2013). Too many students raise their hand when asked if they are planning to go to college, but have no conception of what level of academic preparation is required. Many have never been exposed to college level texts, tasks or assessments. While many schools sincerely seek to instill ambition for college in their students, it is an injustice to do so without also clearly articulating in sufficient detail what skills and knowledge are required. For these reasons ReSolve employs a competency-based system that defines with a high degree of specificity the skills and knowledge students need to be college and career ready. Competencies will be developed in three domains: Academic Knowledge and Skills, Academic and Personal Behaviors and College and Career Readiness. These competencies will be aligned to:

1. New York State Common Core Learning Standards;
2. Regents exams being developed by the Partnership for Assessment of Readiness for College and Careers (PARCC) of which New York State is a governing member;
3. Advanced Placement course expectations;
4. SAT/ACT requirements;
5. New York City College and Career Readiness Benchmarks; and
6. as part of performance-based accountability, New York State Education Department's Charter School Performance Framework.

All teaching and learning in ReSolve Schools will revolve around the competencies, which go beyond standards to specify clear performance criteria that help identify performance levels and areas for growth. The quality of the competencies will be critical to the success of the schools. As Chris Sturgis notes *In The Art and Science of Designing Competencies*:

> If the competencies, learning objectives, and rubrics are not designed well, students may become bored by low expectations, frustrated by high-level competencies without

adequate scaffolding embedded in the learning objectives, or disengaged through inconsistent feedback from flawed rubrics. If learning objectives are not explicit and measurable, teachers will not get the feedback they need from assessments to help individual students and to strengthen their own skills. Although it is obvious, it cannot be overstated: well-designed competencies are one of the essential elements for high-quality competency education.

Curriculum Development: A key task of the School Design Fellowship will be the creation and refinement of an authoritative set of rigorous competencies in all academic subjects as well as the personal habits and behaviors necessary for college and career readiness. Current developments in the use of student learning objectives (SLOs) will inform this process. For example, each competency will contain the following information:

- **Learning Content:** the specific skill or knowledge to be learned.
- **Performance Criteria:** description of the level of performance necessary to achieve competency, typically articulate on a four point scale: beginning, developing, proficient, advanced.
- **Evidence:** a description of the assessment(s) or student work product(s) that can be used to demonstrate competency.
- **Rationale:** why the learning content at the designated level of performance is important to college and career readiness

The competencies will be refined through vertical and horizontal alignment. The former refers to looking across disciplines to determine any gaps or places to make inter-disciplinary connections. The latter ensures related competencies are "building upon each other in a meaningful pathway to the college- and career-ready standards." (Sturgis, 2012) Once complete, the master set of competencies will live in the digital pathway to be used by teachers and students to plan their teaching and learning activities.

At ReSolve the curriculum planning process always starts with a question: what competencies do students need to acquire. By analyzing student mastery, the number of students needing particular competencies is determined and courses are then built around a discrete number of competencies, taking into account which competencies are prerequisite for others and which can be taught simultaneously. Educators will use analysis of the competencies to develop two week unit plans that include specific learning objectives and reasonable performance targets. For instance, the purpose of a tutorial focused on a competency involving reading fluency may be to move a small group of students from "beginning" to "developing" in two weeks, with the intention of getting them to "proficient" in subsequent tutorials. Complex or in-depth seminars may require two or three 2-week units to complete. The design of lesson topics, activities, resources and assessments will be informed by CRE principles to enhance the effectiveness and engagement of lessons. All unit and lesson plans will be housed in the digital pathway to serve as a resource for other educators building courses to address the same competencies. Built into the digital pathway will be systems to document the efficacy of each unit based on both teacher and student feedback that will inform future development of the curriculum. For example, teachers may find that certain competencies were not effectively mastered in a particular unit and decide to either modify the unit or address the competency elsewhere.

Curriculum Delivery: There will be three types of courses at ReSolve Schools to meet different teaching and learning requirements.

- **Seminars:** Grant Wiggins, co-author of *Understanding by Design*, posits, "By high school, Socratic Seminar, Problem Based Learning, and independent research ought to be the norm not the exception: you have no hope for success in college or the workplace without such independence. Yet, practically no district curricula are written to signal, explicitly and by design, the need for increased student decision-making and independence in using their growing repertoire as courses and years unfold." ReSolve tackles this problem by offering seminars, heterogeneous, student-centered courses constructed around a problem or essential question to promote depth and develop critical thinking skills. This format simultaneously develops both problem solving strategies and disciplinary knowledge and skills by placing students in the active role of problem-solvers confronted with a situation that simulates problems they might experience in the future, e.g., in college, careers or on the Regents exam. This approach also forces a shift from the perspective of a student doing a task because it is required to actually being a mathematician, writer, scientist, or leader who is doing real work in their discipline. Problem-based learning is used extensively in medical and law schools and it is supported by current brain research on information retention and conceptual understanding (Bransford, Brown, and Cocking, 2000).

  Unlike traditional semester or year-long courses, seminars will typically last two to four weeks. For example, a teacher might offer an-depth seminar on Madness in Macbeth that has students read, discuss, debate, write and perform during a four week unit as they grapple with an essential question such as "Does madness excuse responsibility?" A two week Math seminar might address an economic or policy problem using statistical analysis. Seminars are a key tool to engaging students with relevant topics and providing them with opportunities for choice; students will be surveyed to learn their interests and inform ongoing curriculum development and instructional planning. Seminars will be coordinated with tutorials to allow students to fully benefit from the problem-based approach. For example, a history seminar may enroll a range of reading levels, but by scaffolding instruction and pre-viewing materials for some students during a tutorial, all students will be able to participate actively and productively. Students will rate each seminar so staff can consider student input as well as the seminar's effectiveness in developing intended competencies when deciding whether to offer the seminar again.

- **Tutorials:** Students will be organized into small groups for a short period to work on a specific skill or competency. The purpose of tutorials is to provide an intense dose of support to accelerate students' learning to the point where they can continue to develop competence in that area through whole class seminars or independently. While there is a trend away from ability grouping, there is evidence to support this temporary and targeted approach. For example, in a 2006 study of peer effects, Caroline Hoxby and Gretchen Weingarth found benefits from grouping a critical mass of students with similar achievement levels. However, they also found it should not be a permanent

feature. "Our evidence does not suggest that complete segregation of people, by types, is optimal. This is because (a) people do appear to benefit from interacting with peers of a higher type and (b) people who are themselves high types appear to receive sufficient benefit from interacting with peers a bit below them that there is little reason to isolate them completely." Thus the groupings will rotate based on skill areas. Tutorials may also be used to provide special education and ESL services based on IEP requirements and linguistic needs so that students with disabilities and English language learners are not pulled from content-based instruction.

- **Advisories:** An innovative feature of ReSolve Schools is the use of Advisories led by Youth Advocates with social work or youth development backgrounds. Small single-sex teams will meet regularly to address social-emotional issues and well as health and physical education and post-secondary planning. This provides students with an opportunity to connect regularly with an adult and a stable group of peers. Just as with academic subjects, students will be expected to acquire a set of explicit competencies through Advisory related to the attitudes and behaviors needed for success in college and careers, such as organizational skills and interview techniques. Inspired by Expeditionary Learning's "crew" model, Advisory fosters "collaboration and competition in a joyful, supportive environment." As with tutorials, advisories can coordinate their focus of learning with the content of seminars to reinforce deep understanding of topics. For example, connections might be made between a seminar on the history of non-violent protest and advisory discussions of anger management and effective communication.

	Tutorials	**Seminars**	**Advisories**
Focus	Basic skills and foundational knowledge	Problem-based learning	Social-emotional development
Purpose	Acceleration of learning; previewing materials and scaffolding for seminars	Application of skills and acquisition of content knowledge leading to higher order thinking skills and conceptual understanding	Development of attitudes and behaviors necessary for college and career success.
Duration	30-60 minutes	60-90 minutes per topic	60 minutes
Frequency	2-5 times per week for a small set of competencies	2-5 times per week for a larger bundle of competencies	4-5 times per week for consistent contact with a caring adult
Facilitation	Novice educators trained to facilitate targeted skill development, such as Urban Teaching Corps, America Reads, Teach for America, Americorp or City Year members.	Seasoned educators with deep content knowledge and subject-area pedagogical skills	Youth Advocates trained in social work or youth development with incredible rapport with students
Format	Small groups of students working directly with a teacher or using computer-based resources under the guidance of tutor	Whole class discussion and debate using Socratic methods; cooperative and project-based learning and assessment	Small single-sex teams each working with a Youth Advocate participate group activities or 1-1 meetings while others work independently
Assessment	Targeted evaluation of individual competencies; computer-based or written tests and assignments	Culminating performance-based projects, including papers, presentations, and reports	Problem-based assessments

ReSolve encourages the use of integrated and thematic curriculum and instruction, as it often offers a better model of real world application than the artificial domains of traditional subjects. Any course can address any competency; for example, a seminar on genetics can address a writing competency or an advisory class could explore polling or election data, thereby addressing a math competency.

Scheduling and programming will be critical to the success of the ReSolve Model. Fortunately the NYCDOE Office of Post-Secondary Readiness has vast experience with personalized learning systems through its work with iZone and transfer schools, which serve over-age, under-credited students in New York City. ReSolve teachers will participate in analysis of student competencies, special education and ESL requirements, and then propose seminars and develop tutorials to ensure students have access to the instruction they need.

Curriculum Materials: Because ReSolve schools do not employ a static set of courses with year-long syllabi, it does not make sense to invest in materials such as comprehensive textbooks. Teachers will be expected to select and/or create rigorous materials that are aligned to the competencies and engage students. Teachers may use commercial products and programs, such a FOSS or Delta science lab module or a History Alive! Unit. The criteria for selecting curriculum materials include cultural responsiveness and clear alignment with ReSolve competencies, and by extension state standards. Most are familiar with efforts to reflect students' cultures in the authors and content of literature, focus of writing on personal experience, and the topics covered in history. The CRE lens can also be applied to math and science materials by examining the origin of thinking in those disciplines (e.g., the Mayan counting system, Egyptian pyramids, Chinese abacus) and challenging students to solve mathematical or scientific problems that relate to their lives (e.g., models and analogies to number lines, volume or pressure). In agreement with shifts propelled by the Common Core, our curriculum will emphasize engagement with authentic texts, problems, manipulatives and other materials. Using tutorials to scaffold content, our students will grapple with primary sources. For example, the Gilder Lehrman Institute of American History has a website that features more than 60,000 unique historical documents. Finally, the schools may use proven, research-based intervention programs to target students with skills well below reading level.

Pedagogy: Culturally responsive pedagogy requires teachers to determine what methods of instruction are effective with whom, in what contexts, and under what circumstances. All ReSolve educators will be trained in CRE tenets and expected to use them in making pedagogical decisions. ReSolve does not adhere to one instructional approach, and believes teachers should have flexibility on how best to achieve specific learning objectives. That said, college and career readiness implies developing in students the capacity to be independent learners. Thus, ReSolve Schools will adhere to the gradual release of responsibility (GRR) model. As Buehl (2005) stated, the GRR model "emphasizes instruction that mentors students into becoming capable thinkers and learners when handling the tasks with which they have not yet developed expertise." Based on the incoming performance level of students, teachers will vary the rigor of questions, activities, assignments and assessments and shift from teacher-centered to more student-centered modes, deliberately moving students towards higher proficiency levels. The GRR model has been documented as an effective approach in teaching

many subject areas and a variety of content, including writing, reading comprehension, and literacy outcomes for English language learners (Kong & Pearson, 2003).

Pedagogy will also vary by the type of course. Seminars will typically rely on more student-centered approaches, such as Socratic dialogues, Cognitively Based Instruction, project-based learning and cooperative group activities. Tutorials my use more direct instruction techniques; however, the use of computer-based learning will allow tutors to model a skill and then have students practice on their own.

Technology: While technology is clearly driving change in education, it is no substitute for personal interaction. ReSolve Schools will use technology in innovative ways, including a digital pathway to support the competency-based program and a related data management system. Technology will also be used as a tool to personalize instruction, including self-paced learning and independent research. Tutorials will use technology as part of a workshop model, e.g., opportunities for computer-based guided practice subsequent to a mini-lesson or review, or to review and practice existing skills that need reinforcement. Examples of relevant programs could include Carnegie Learning Cognitive Tutor and Empower 3000. Finally, ReSolve will supplement its faculty and curriculum with the rapidly expanding universe of synchronous and asynchronous online learning opportunities, such as language courses through Middlebury College or computer coding through Codeacademy.com. With access from anywhere, these technologies also empower students to continue learning outside the school building. The School Design Fellowship will be tasked with researching the most effective programs; access to NYCDOE resources such as the iZone initiative and Connected Foundations should prove to be invaluable in this regard.

College Experiences: ReSolve Schools will refine culturally relevant approach to college readiness as described by Professor Michelle Knight of Teachers College in *College Ready: Preparing Black and Latina/o Youth for Higher Education* (2013). ReSolve will partner with local colleges and universities to provide a comprehensive college access program. Beginning in 9th grade, students will be exposed to the world of higher education through research, college visits, guest speakers, and tutors and mentors in preparation for actually doing college level work. Our goal is for students to participate in college experiences throughout their high school career, culminating in participation in credit-earning courses in the 11th and 12th grade. This is modeled off of successful schools that have developed scaffolded programs, such as the MATCH Charter School in Boston. Students may audit college courses first with a mentor student and ReSolve tutorials can be aligned to college courses so our high school students can attend alongside college students while getting the support they need to succeed. This is an extremely effective way for students to develop an understanding of the habits and effort required for college. Building off of current work in ESI schools, another key component of the college access program is parent involvement, including financial assistance and college admissions counseling. ReSolve will explore innovative approaches to college guidance, such as collaborating with Bottom Line, an organization that provides mentoring to help students get into college and support them through college graduation.

Career Experiences: Similar to the college track described above, students will develop career awareness throughout their high school experience. These will be integrated into the

curriculum, through topics of reading and research, as well as opportunities to interact with practitioners in a wide array of careers. Charter schools may employ some non-certified teachers, providing access to a unique pool of potential teachers who bring real-world experience to the classroom. For example, many adults in the arts, technology and business are interested in sharing their passions with students and could devote two hours a day for a few weeks to our schools. In the upper grades, students will find opportunities for job-based experiences, such as internships and ultimately credit-earning apprenticeships that require an authentic role in a business or organization. ReSolve staff will work with partner organizations to identify work experiences in the government, not-for-profit and business sectors.

D. Assessment System

A basic principle of a competency-based education system is providing students with multiple opportunities to demonstrate their skills or knowledge, which aligns with culturally responsive learning. Assessments will be selected or created for a variety of purposes, including to inform curriculum development, schedule students in appropriate classes, identify students for interventions, and evaluate the efficacy of a particular seminar or tutor.

Intake Process: As soon as students are identified through the lottery process, ReSolve staff will begin to collect information about the student. They will request records from prior schools, including academic performance, Individualized Education Programs (IEPs), and ELL status, to begin to build a profile of the student. A fundamental aspect of culturally responsive education is knowing your students well, and this requires more than what can be learned from records. Youth Advocates will conduct home visits before the start of school to learn more about students and their families. They will listen and observe to learn their aspirations, challenges, interests, motivations, hopes and concerns. They will assess the student's access to technology, identify personal support systems, and explore any services the family may be receiving and may need.

Diagnostics: The schools will also use a variety of diagnostic assessments to determine incoming students' basic reading, writing and math skills to guide placement in appropriate tutorials and seminars and selection of appropriate materials. Potential assessments might include Scholastic Reading Inventory (SRI), NWEA MAP or the Slosson Diagnostic Screening Battery. In addition, all teachers will be expected to establish baseline performance levels for the competencies their seminar or tutorial is designed to address; this will be used to measure student growth and evaluate curriculum and instruction.

Competency Assessment: The success of the ReSolve Schools Model rests on the ability to create valid and reliable assessments of competencies. In the design process each competency will be associated with the evidence required to demonstrate mastery at a certain proficiency level, establishing a rubric for students and teachers. Considerable time and effort by School Design Fellows will go into creating and norming competency rubrics by developing or acquiring exemplars or anchors for each performance level, which might include examples of student writing, video of presentations, or solutions paths to problems. They serve multiple purposes as:

- Guides to developing appropriate lessons, learning activities and assessment tasks that will produce appropriate levels of proficiency;
- Examples that students can use to grasp what is being asked of them and on which to model their own work; and
- Measures against which student work and demonstrations can be measured.

Tutorial Assessments: In order to maximize tutorials, teachers will continuously check for understanding by frequently questioning and conferencing with students, which can work effectively with such small groups. Written assessment will focus on discrete skills or knowledge using quick formative tools such as short response or multiple choice quizzes and tests. Summative assessments will generally involve longer in-class tests, writing assignments or performance tasks. In addition, the computer-based programs described above have integrated assessment systems that can provide both student and teacher with frequent feedback. For example, Achieve 3000 can provide *College/Career Readiness Reports* that forecasts students' ability to read and comprehend complex text, and thus their readiness for college and career, based on current Lexile and Common Core quantitative guidelines.

Seminar Assessments: Seminars will be problem-based, requiring students to demonstrate learning by offering up a solution to an authentic problem. Thus, seminars are ideal for performance-based assessments, which provide the additional benefit of choice and relevance for students. For example, students can demonstrate inferential reasoning in a written essay, a PowerPoint presentation, or a letter to the editor. Performance-based assessments also allow teachers to assess multiple competencies, giving feedback in multiple areas simultaneously. For example, an elections prediction report could address statistics, research, writing, and speaking competencies.

Socio/Emotional Assessment: Youth Advocates will collect a variety of information about their students through home visits, record review and personal interaction. They will develop surveys modeled on the CDC's Youth Risk Behavior Surveillance Systems, which measures six categories of priority health-risk behaviors among youth: behaviors that contribute to unintentional injuries and violence; tobacco use, alcohol and other drug use; sexual behaviors that contribute to unintended pregnancy and sexually transmitted diseases, including HIV infection; unhealthy dietary behaviors; and physical inactivity, plus obesity and asthma. In addition, Youth Advocates will be focus on assessment of non-academic competencies related to building social capital and leadership. These non-academic competencies will include academic engagement (behavioral, cognitive, and relational), peer support, academic resilience, and concrete and abstract educational beliefs. These competencies will be measured using the NYU's Metropolitan Center for Urban Education's Student Beliefs and Behavioral survey.

College and Career Readiness: As noted, students will be responsible for mastering college and career readiness competencies, which will include content such as organizational skills, planning, knowledge of personal finance and options for college. These will be assessed by both teachers and youth advocates. Based on our unique seminar and tutorial system it will be difficult to offer traditional year-long Advanced Placement exams, though a sequence of seminars may suffice. For students who demonstrate the content knowledge and skills to take

an AP test, which can be used to earn college credit, tutorials will be created to prepare them. ReSolve will utilize the ACT's Educational Planning and Assessment System (EPAS), an integrated series of assessment and career planning programs, including EXPLORE in 9th grade, PLAN in 10th grade, and in 11th and 12th grade the ACT (or alternatively the PSAT and SAT). These standardized, nationally normed tests are based on the ACT's College Readiness Standards and research has found performance on the ACT is directly related to first-year college grade point average.

State Assessments: Students will take Regents exams when they have demonstrated sufficient competence in the relevant subject. Thus administration of Regents will not be aligned to grade levels or years in the school. This personalized approach will build students' confidence that they are prepared to succeed and on their way to college. Youth Advocates will work with students to identify areas in which students may need additional support before they sit for a Regents exam and tutorials may be used to strengthen those areas and for test prep. Given that New York is a governing member of the Partnership for Assessment of Readiness for College and Careers (PARCC) it is anticipated that the Regents will be well aligned with the Common Core and thus the ReSolve curriculum. Students with IEPs that so stipulate will take the New York State Alternative Assessment (NYSAA). Students designated as English language learners (ELLs) will take the New York State English as a Second Language Test (NYSESLAT) annually.

Grading: Students in our student population often feel the grades they receive are based on the whim of their teachers, rather than being attributed to their own effort and demonstrated achievement of clear standards. ReSolve Schools will reverse this trend by using a standards-based system to provide students and their families with information about achievement and growth. Typically students will receive a report on the status of the specific competencies they are working on at the end of each two week unit; a master report will be generated each quarter that shows for each competency starting performance level, current level and goal level. Youth Advocates will work with students to set short- and long-term goals and regularly review them with student to determine if alternative strategies are required. Students with disabilities will also receive reports on progress toward IEP goals that will be entered into the New York City Department of Education's Special Education Student Information System (SESIS).

Data Management: To make tracking and analysis of competencies and performance levels possible for each student will require a robust digital pathway and data management system. ReSolve intends to pilot inBloom, a streamlined set of shared education technology services, as the backbone of its system. inBloom was created by The Shared Learning Collaborative (SLC), an alliance of states, districts, educators, foundations and content and tool providers formed in 2011. inBloom Inc. was established as an independent, nonprofit organization to carry forward the SLC mission; inBloom partners with education technology companies, content providers and developers to support the creation of products compatible with its infrastructure. Nine states have participated in the development and pilot testing of inBloom and of these, five have selected districts to participate in the pilot testing. NYCDOE is one of those partners, providing ReSolve with a unique opportunity to customize a platform designed specifically for the

education model we have in mind. Service provider partners include PBS, Compass Learning, Scholastic, and ELLevation.

E. Performance, Promotion, and Graduation Standards

Sample Competencies: Below are sample competencies for multiple domains.

Domain 1: Academic Knowledge and Skills

English

- Cite strong and thorough textual evidence to support analysis of what a text says explicitly.
- Make inferences drawn from a text, including determining where the text leaves matters uncertain.
- Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
- Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features. (Note: this competency would be cross-referenced with History.)

Mathematics

- **Algebra**: Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.
- **Functions**: Model periodic phenomena with trigonometric functions.
- **Modeling**: Relate population statistics to individual predictions.
- **Geometry**: Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure
- **Statistics and Probability**: Recognize the purposes of and differences among sample surveys, experiments, and observational studies and explain how randomization relates to each.

Domain 2: Academic and Personal Behaviors

Persistence

- show commitment to school.
- set and strive for appropriate goals.
- persist through task completion despite setbacks.
- know their personal strengths, are aware of and use available supports, and are able to self-advocate.

Work Habits/Organizational Skills

- are able to work independently.
- acquire time-management skills.
- organize their time and effort effectively.

- attend to accuracy and precision in their work.

Communication/Collaboration Skills

- work collaboratively.
- express and understand information and ideas.
- ask for help appropriately.
- communicate in multiple formats (speaking/listening, writing, technology).
- make strategic use of digital literacy skills.
- understand the role of, and can effectively use, social skills to develop connections to career and educational pathways.

Domain 3: College and Career Readiness

College & Career Exploration

- students and families understand the roadmap to higher education and careers.
- explore their options through research and visits.
- set high expectations and work towards achieving them.

College Acceptance

- identify qualities sought in a college experience.
- track and complete tasks required for college entry.
- participate in financial planning for college.
- complete and submit applications.

Promotion: Our goal is for students to graduate within four years of first entry into high school. At ReSolve Schools there are no gates between grades that induce a sense of failure; instead the entire community is relentlessly focused on the ultimate goal of graduation, college and career. The concept of freshman, sophomore, junior or senior becomes are not a very important distinction. Instead, every student is focused on developing the competencies he or she needs to graduate in four years. There are no courses associated with grade levels; they do not suggest the courses students should take nor with whom they should take them. More importantly, students are not promoted from grade to grade and one static set of courses to another; they select courses based on their individual needs, thus personalizing their path to graduation. Some students may need to take multiple seminars and tutorials to master a certain competency whereas others will grasp it quickly and move on to others. Thus 1st and 4th year students may find themselves in a seminar together because they are both pursuing the same competencies. To be sure, there are competencies that will require prerequisite skills and knowledge and sequences will emerge, such as Algebra before Calculus.

Youth advocates will work with students to determine the number of competencies each student has demonstrated and build a plan for acquiring the remainder. They will review a master report quarterly with students and revise the plan as needed. Families will be kept abreast of student progress towards earning sufficient competencies to graduate. The ReSolve data management system will provide real-time snapshots of student mastery, which can be accessed online. Finally, students who have achieved competency in a certain area may choose to pursue a higher advanced performance level, particularly if it is conjunction with other

competencies they have not yet obtained. This allows students to use their strengths to address their weaknesses, a key skill for college and career readiness.

Graduation Requirements: Students at ReSolve Schools will meet and exceed state requirements for a Regents diploma. A student who spends four years in a ReSolve School will have acquired at least and likely more than the equivalent of the credits required under state law. In addition, a student must:

- Pass the English, U.S. History and Global History Regents exams and a Math and a Science Regents exams
- Demonstrate proficient levels of competency in all domains, including Academic Knowledge and Skills, Academic and Personal Behaviors and College and Career Readiness.
- Participate successfully in an early college experience.
- Participate successfully in a pre-career experience.

F. School Culture and Climate

In order to plug the school to prison pipeline, ReSolve promises a different kind of school culture that balances structure and support to ensure students who enter our schools leave it college and career ready. A primary reason for opening small schools is the opportunity to establish a school culture that deliberately contributes to academic achievement, one where students feel known, wanted and safe. Research has found that large schools are disproportionately concerned with maintaining control and order and tend to focus on restrictive and punitive discipline policies, which are associated with higher dropout rates. On the other hand, students in small schools are more likely to be involved in student activities, have a greater sense of belonging, and are less likely to drop out (Slate and Jones, 2005).

ReSolve Schools are designed not just to provide an innovative academic program, but to provide students with a range of socio-emotional supports that allow them to engage and participate fully and successfully in learning. The ReSolve approach to culture and discipline is influenced by *Standards and Promising Practices for Schools Educating Boys of Color* developed by the Coalition of Schools Educating Boys of Color (COSEBOC) in partnership with N.Y.U.'s Metropolitan Center for Urban Education.

> practitioners must adopt the notion of school environments as organized to buffer boys of color from the risks and vulnerabilities that are generally present within their neighborhoods and society. In addition, practitioners must develop an awareness of threats emanating from cultural and structural conditions that are reproduced in the school environment—such as stereotype threat and racial/ethnic and gender micro-aggressions—that are counter intuitive to the attempts of schools to implement youth development principles in school environments. In order to mitigate the effect of harsh external conditions and prevent the development of threats within schools, practitioners must operate under a common set of assumptions about the kind of school environment necessary to provide a shield that would protect their students from harmful community and societal conditions. (2009)

The ReSolve School culture will be built around culturally responsive education and youth development principles that address students, families and educators.

Instilled Expectations: It has become a mantra to invoke "high expectations" as a necessary ingredient for successful education, but this too often places the onus on the wrong agent. Many schools develop in their staff genuinely sincere beliefs about the capacities of their students to learn, but fail to actually instill these expectations in their students, which is a necessary pre-condition for learning and college and career readiness. ReSolve Schools will use a variety of techniques to build student confidence, including providing honest assessment of their competencies in a range of domains, rites of passage experiences that celebrate achievement and growth, and opportunities for independent work and leadership. The ReSolve intake process will involve home visits and one-on-one meetings with students and their families before a student joins the school community; this will be used not only to let families know what is expected of their child, but what they can and should expect from ReSolve Schools.

Culturally Responsive Pedagogy: Research has demonstrated what most educators already know: "the same student can behave very differently in different classrooms. Disruptions tend to increase or decrease with the skill of the teacher in providing engaging instruction and in managing the classroom… Researchers also find a strong connection between effective classroom management and improved educational outcomes." (Losen, 2011) A compelling reason for asking ReSolve staff to use a culturally responsive lens in their classroom management and discipline practices is the evidence of subconscious prejudice and stereotyping in the treatment of Black and Latino youth. Studies have found that students of color are disciplined more often even controlling for actual misbehavior, and they are more likely to be disciplined for subjective offenses (Bradshaw, 2010; Skiba et al, 2002). ReSolve staff will participate in ongoing professional development, including CRE training and frequent observation and feedback from instructional leaders and peers to help them reflect on practice within their classrooms to more effectively connect with and engage students.

Student Support Systems: Based on the Good Shepherd Services model, each student will be assigned a Youth Advocate. Youth Advocates will each have a case load of approximately 25 students; acting as case managers they will focus on eliminating barriers to learning so students can focus more fully on learning. The Youth Advocate will be each student's point person, an adult they can count on for guidance, support and a kick in the butt when needed, and crisis intervention when necessary. Advocates will be experienced in youth development and work with students to set goals, identify obstacles, and devise solutions. We will seek Spanish-speaking Youth Advocates to work with our Latino students and English language learners. We expect many of our students to be dealing with significant personal challenges and traumas, e.g., parenting, neighborhood violence, homelessness, so students having difficulty functioning in a classroom setting will be taught to seek out their Advocate, rather than act out in a counterproductive manner that disrupts learning for others. Students in our schools are more likely to be involved with the child welfare or juvenile justice systems; Advocates will communicate with student's case workers and parole officers to coordinate support and minimize disruptions, such as court dates and meetings in the middle of the school day.

Advocates will also assist students in preparing for post-secondary life by facilitating early college and job experiences. ReSolve Schools will also employ social workers to provide individual and group counseling. Given our schools' unique scheduling, effective communication between teachers and advocates is essential. A computer-based anecdotal system will allow staff members to maintain accessible information about students to help them understand each student's context within and outside the school (though some information will be separate and private, e.g., counseling records) and identify the adults who can best address a given situation.

Family Support Systems: The study *The Silent Epidemic* found that 68% of the high school dropouts indicated that their parents became involved in their education only after realizing they were contemplating dropping out of school (Bridgeland, DiIulio and Burke Morison, 2006). Yet for many schools parent involvement is equated with simply telling parents when their child is failing and waiting for them to do something about it. ReSolve intends to build on the community schools model in Cincinnati and pilot programs in six New York City schools supported by the UFT, the City Council and the Partnership for New York City. Youth Advocates will play a pivotal role in connecting schools and families in mutually beneficial relationships. Their case management responsibilities will include voluntary home visits to learn about the each family's context and needs and helping families find and effectively access social services. They will also work with parents on their role in their child's college and career readiness, including educating parents about and supporting them through the college application and financial aid processes. Finally, while it is often difficult to involve the families of high school students in the life of the school, ReSolve will work passionately to bring members of the school community together for social events, celebrations, festivities, awards ceremonies, performances and concerts. Our online presence, including the digital pathway, will provide families with information and access to information about their child's performance, school policies, and opportunities for input. ReSolve will also survey parents at least annually to gauge their satisfaction with their child's school.

Advisories: Youth Advocates will meet regularly with small single-sex teams of students to focus on non-academic competencies, such as habits of mind and organizational skills. They will develop in students a sense of camaraderie and utilize peer support so that students learn to rely on each other as well as adults. For example, teams may create plans to help individuals with attendance problems wake up and get to school on time. Advisories will be supplemented by regular and structured single gender rites of passage programs, using curriculum developed by organizations such as the Brotherhood/Sister Sol. Advisory will also prepare and support students in participating in college and work-place learning experiences.

Structured Environment: A supportive environment does not mean anything goes. ReSolve will balance structure and support by building a school climate where consistency allows students to feel safe and focus on learning. All school policies and procedures will have a single purpose: establishing and maintain an environment conducive to learning. ReSolve staff will spend time during Summer Institute reaching consensus around school-wide and classroom norms, such as dress and language. The schools will be organized so students know their schedules, effective ways to seek assistance, and appropriate times to access various staff members.

The purpose of support will be clear; it is to serve learning. Researchers have found that 80 to 90% of students in schools fall into a typical range of social behaviors (Sugai et al., 2000). Another 5-15% of students have more serious behavioral issues that can be successfully addressed in small group interventions. And a much smaller percentage of students (1-7%) require ongoing, individualized support and intervention. ReSolve will utilize Positive Behavior Intervention and Supports (PBIS) and Restorative Justice techniques to address students behavior, which aligns to the social-emotional component of our tiered Response to Intervention (RTI) program.

- Primary prevention strategies are school-wide policies and procedures, including culturally responsive pedagogy and classroom management, explicit instruction regarding acceptable behavior within the school environment, deliberate and consistent routines, active supervision of common areas, and school-wide reinforcement systems. Teachers will focus on student engagement through rigorous and culturally relevant lessons. Youth advocates will help students navigate this learning environment by identifying alternative behaviors. For example, students having difficulty functioning effectively within a classroom will have the opportunity to speak with their advocate or another adult, but always with the goal of returning to instruction as quickly as possible.
- Secondary prevention strategies are provided primarily though Advisory, where small single-sex groups can build social capital through training in areas such as anger management and social skills training. In addition, the tutorials provide targeted, small group academic support, which allows students to actively participate in the academic program.
- Tertiary interventions focus intensive support on individual students. Youth Advocates will hold regular one-on-one meetings with their students, and for some this may be more frequent counseling and support sessions, such as de-escalation training. Advocates will also coordinate a web of support through other resources in the building and the community, including social workers, social service agencies, families and friends. ReSolve social workers will provide individual and group counseling for students with IEP mandates and others in need.

There is evidence to support this approach, particularly with the student population ReSolve intends to serve. A meta-analyses of 213 positive youth development, social-emotional learning, character education, and prevention interventions found that these approaches not only improved students' social-emotional skills, attitudes about self and others, connection to school, and positive social behavior, but they also improved students' achievement test scores by 11 percentile points (Weissberg et al, 2011)

Discipline: All this is not to say that misbehavior will be excused or ignored, but discipline must recognize issues of authority for Black and Latino youth. Inappropriate behaviors are often functional; they serve a purpose for students, such as getting attention or a sense of control. Often "problem" behaviors could have been prevented had adults addressed antecedents and/or chosen a different response. However, when a student's behavior does not meet expectations, appropriate consequences will be administered consistently and fairly. Students

and families will be familiarized with the continuum of consequences through home visits, orientations, advisory meetings and the Student and Family Handbook.

All of the strategies and structures described above are designed to help students make a connection between behavior and consequences, with a focus on the relationship between effort and success rather than misbehavior and punishment. Often the latter comes from a desire to control rather than teach, which is counterproductive to developing the independence students need to be college and career ready. Consequently, use of exclusion from learning as a tool of discipline will be eschewed. This traditional and all too common approach to disciplining students of color does not work. As Daniel Losen of the Civil Right Program at UCLA found: "K-12 suspension rates have more than doubled since the early 1970s for all non-Whites. Concurrently, the Black/White gap more than tripled, rising from a difference of three percentage points in the 1970s to over 10 percentage points in 2006, when more than one out of every seven Black students enrolled was suspended at least once." Yet, this approach has not yielded significant gains for the students who remain behind in school. Moreover, "there is no research base to support frequent suspension or expulsion in response to non-violent and mundane forms of adolescent misbehavior; large disparities by race, gender and disability status are evident in the use of these punishments; frequent suspension and expulsion are associated with negative outcomes; and better alternatives are available." (Losen, 2011)

Instead of suspension, ReSolve will use Restorative Justice techniques, which focus on repairing the offender/victim relationship and restitution, with three goals in mind: accountability, community safety and competency development. Restorative justice refocuses discipline away from punishment for the sake of control and retribution to teaching students how to control impulses and hone productive social skills. The evidence in the criminal justice system is compelling. In their study *Restorative Justice: The Evidence* Lawrence Sherman and Heather Strang found that restorative justice in the UK substantially reduced repeat offending for some offenders, reduced crime victims' post-traumatic stress symptoms, provided both victims and offenders with more satisfaction with justice, reduced crime victims' desire for violent revenge, and reduced recidivism more than prison (2007). Districts and schools across the country have achieved positive results using various restorative justice techniques. For example, *Implementing restorative justice: A Guide for schools* describes effective programs, including conflict resolution, mediation, peer juries, discipline processes, peacemaking circles. Moreover, the American Psychological Association's Zero Tolerance Task Force endorsed Restorative Justice as a promising alternative to rigid zero tolerance policies. However, in examining Restorative Justice in schools Sherman and Strang found that "Although there have been high hopes for RJ in schools, problems have frequently been encountered in implementation. Traditional disciplinary approaches tend to predominate…Anything short of a whole-school RJ approach appears to be difficult to manage…"

Thus, Restorative Justice must be fully embraced by policy and personnel. The School Design Fellowship will develop a restorative justice program that fits the needs of our students. Summer Institute and ongoing training will develop ReSolve staff's understanding of the meaning and implementation of restorative justice techniques, including protocols for conflict resolution, responding to incidents, and conferencing. Staff will reach consensus around common language, expectations and reactions to positive and negative behaviors. A key role of

Youth Advocates will be coordination of communication among students, faculty, families, case workers and parole offices to ensure a productive outcome for students. This will facilitate both the relationship repair and restitution components of restorative justice.

Below are steps that will be taken to address misbehavior:

- **Self-Fixes:** Students will be taught strategies, such as de-escalation techniques, for reflecting on behavior and given the opportunity to adjust it themselves.
- **Counseling:** If students are unable to self-fix minor behaviors that prevent them or others from learning or disrupt the peace of the school community, they will be afforded the opportunity to see their Youth Advocate, who will work with them to identify the pertinent issues, develop an action plan, and return to class as soon as possible.
- **Reparations:** Students will always be given the opportunity to address the harm they have caused, even if appears only to affect themselves. The nature of reparations will be at the discretion of school staff, but to the extent possible should involve the victim in discussion of the chosen remedy.
- **Conflict Resolution and Mediation:** ReSolve will provide students with time and space to resolve conflicts in productive manners.
- **Peer Jury:** In cases deemed appropriate by ReSolve staff student volunteers will hear cases of minor delinquent acts or school offenses. Peers offer guidance and support to the referred student and develop an agreement that outlines actions needed by the student in order to repair harm.

Despite the best efforts of preventive programs and restorative responses to misbehavior, there will be incidents, such as physical violence, that require immediate removal of students for the sake of community safety. ReSolve staff will be trained in de-escalation techniques in order to move students from classrooms or public spaces to private offices where they can work with advocates, counselors, administrators, family or social service providers.

ReSolve will operate with a set of non-negotiable rules that frame expectations. These include:

- **Dress code:** Students will be expected to dress professionally and in a way that does not serve as a distraction to the educational process.
- **Physical Contact:** Fighting, play fighting and other inappropriate physical contact is not allowed and will not be tolerated. Students must learn to find better ways to solve disputes other than inappropriate physical contact.
- **School Property:** All members of the school community must respect the space in which they learn and the personal property of others. Stealing, graffiti, defacing, or breaking the property of the school is strictly prohibited.
- **Bullying:** All members of the community must feel safe, and bullying of any kind is strictly prohibited.
- **Gang Activity:** Students have important identities outside of the school, but within the building their primary focus must be learning. Collaboration and cooperation is essential to that effort, thus gang activity is strictly prohibited.

G. Special Student Populations and Related Services

As with discipline, practices that stigmatize or segregate students with special needs are not effective; therefore, ReSolve Schools intends to use an approach based on the principles of inclusion and the school-wide applications model (SAM), which is aligned with response to intervention (RTI). The principles of SAM are:

- All instruction is guided by the general education program, i.e., no separate track for special needs students
- All school resources are organized to benefit all students
- The school proactively addresses social-emotional as well as academic issues
- All decisions are driven by valid and reliable data
- The school community includes students, families, teachers and staff

ReSolve Schools uses innovative staffing, programming, and scheduling to ensure all students are supported to achieve college and career readiness through personalized learning. Like RTI, SAM uses a three tier approach to address both academic and social-emotion issues:

	Academic Domain	Social-Emotional Domain
Universal	• Culturally responsive instruction • Competency-based teaching and learning • Multiple modes of access to curriculum	• Explicit expectations for behavior • Direct instruction, e.g., anger management techniques • Positive affirmation
Secondary	• Small group tutorials • Self-paced, computer-based instruction	• Advisory • Group counseling • Simple Behavior Intervention Plan (BIP)
Tertiary	• High intensity reading programs • One-on-one academic support	• Crisis intervention • Individual counseling • Multiple Domain Behavior Intervention Plan (BIP) • Wraparound Services

Given the student population we intend to serve, it is anticipated that many students will enter below grade level and require interventions to accelerate their learning. The tutorial program is specifically designed to provide intense doses of targeted skill-building. Administered in two week cycles, these data-driven mini-courses offer students the opportunity to focus on specific competencies and/or scaffold the content and skills being taught in more complex seminars. This may include pre-viewing material, learning vocabulary, practicing foundational skills to support more advanced work or receiving assistance with that advanced work. In addition, the use of technology provides students with adaptive and self-paced instruction that can be facilitated by a teacher or done independently within and outside the school building. ReSolve will also employ Tier 3 literacy intervention programs and supplemental curriculum for students with reading levels well below grade level. On the other end of the spectrum, the ReSolve Model provides opportunities for students to participate in seminars on advanced topics, providing appropriate challenge levels for students at all levels.

Frequent assessment is critical to the efficacy of this system. Diagnostic assessments at the beginning of the year and continuous monitoring of performance levels on competencies provide the information necessary to place students in appropriate tutorials and seminars so they are consistently focused on learning gaps rather than repeating material they have already mastered. The technologies we intend to employ will provide real-time data to both students and adults for progress monitoring purposes. All students will take state assessments except for those explicitly designated by their IEP, when they will instead take the New York State Alternative Assessment (NYSAA). ReSolve will also ensure that all students receive the testing accommodations stipulated on their IEP. All English language learners (ELLs) will take the annual New York State English as a Second Language Assessment Test (NYSESLAT).

Special Education: Until recently special education relied on a discrepancy formula for eligibility decisions, also known as the "wait to fail model." Not surprisingly, this has not served low-income students of color well, resulting in "disproportionate representation of ethnically and linguistically diverse students in high incidence special education programs (mental retardation, learning disabilities, and emotional disturbance)…" (Klingner et al, 2005) The advent of response to intervention (RTI) has shifted thinking towards preventative and integrated approaches. "When a school-wide approach is applied to 'low performing' schools, such as those sometimes found in rural, isolated settings or inner-city areas affected by extreme poverty, evidence is mounting that suggests that positive outcomes can be realized for all students from integrated applications of special education practices." (Sailor and Roger, 2005)

ReSolve Schools will use a Communities of Practice approach to facilitate the RTI process. The National Association of State Directors of Special Education finds that: "When different stakeholder groups are joined in a Community of Practice, affiliations often develop that support the spread of successful strategies and the creation of new knowledge. Useful information, training and innovation are quickly transferred from colleague to colleague." (2007) In practice, network Student Support Coordinators will facilitate meetings of teachers, youth advocates and student support staff to evaluate student performance, generate strategies to address underperformance and progress monitor to ensure all students achieve their competencies within a reasonable timeframe. The Communities of Practice approach assumes that compliance policies are in place and functioning and instead focuses on problem-solving. Communities of Practice meetings will be held every two weeks in alignment with tutorials to progress monitor and determine the efficacy of strategies and interventions.

Once this team collaboration has exhausted all efforts to address underperformance, the assigned Student Support Coordinator will communicate with families about referring students for evaluation to the district Committee on Special Education (CSE). A 2002 report by Public Agenda, *When Its Your Child: A Report on Special Education from the Families Who Use It*, found that 70% of the parents felt too many children with special needs lose out because their parents do not know what is available to them and slightly more than half (55%) said that parents have to find out on their own what services and supports are available. Student Support Coordinators and Youth Advocates will help parents and staff to navigate the often confusing special education system. They will serve as liaisons to the district Committees on Special Education (CSEs) and coordinate referrals and development of Individualized Education

Programs (IEPs). Once a student has an IEP, ReSolve staff will analyze the best approach to implementing it and achieving the IEP goals.

A constant frustration for students with special needs, not to mention their teachers, is the delivery of separate or pull-out services during core instruction, which typically interrupts and limits learning in content-based classes. As a result, these services are frequently not well coordinated with the general education program, which severely limits their potential impact. Research indicates the benefits of educating students with disabilities alongside their non-disabled peers. Testimony before the President's Commission on Excellence in Special Education concluded that "Empirical investigations lending scientific evidence for the validity of a broad array of inclusive instructional practices resulting in significant gains for students with high-incidence disabilities have now been well documented. Furthermore, many of these investigations have provided evidence that general education students, particularly 'at-risk', low-income and/or low-achieving general education students benefit from these practices as well." (Sailor, 2002) Moreover, studies have shown no negative impact on nondisabled children's learning in inclusive classrooms (Staub, 2005).

The ReSolve model allows mandated academic services, such as Special Education Teacher Support Services (SETSS), to be provided in a more comprehensive manner, using both tutorials and seminars to prevent disruptions to learning. Each ReSolve School will have Student Support Teachers, some of whom will be certified special education teachers, who provide the academic services mandated in a student's IEP. Because all students will participate in multiple tutorials each day, students in special education are likely to receive more targeted instruction than required in their IEP. In addition, Student Support Teachers may also co-teach a seminar to provide additional support to students with IEPs within the general education classroom.

ReSolve Schools will have social workers on staff to provide counseling and will seek related services authorization (RSA) to engage appropriately licensed or certified individuals to provide additional services. These services may include:

- Speech language pathology and audiologist services;
- Psychological/counseling services;
- Physical and occupational therapy;
- Therapeutic recreation;
- Orientation and mobility services; and
- Early rehabilitative counseling.

Youth Advocates together with Student Support Coordinators will provide case management and coordinate services with community service providers.

English Language Learners: Culturally responsive education assumes all teachers will work together to accommodate linguistically diverse students through a school-wide approach. They will be expected to learn about their students' linguistic, cultural and education backgrounds to inform curriculum development, lesson planning and selection of materials. Pedagogy will use proven techniques for engaging students in classroom instruction, such as Total Physical Response, visuals, real objects, modeling, repetitive language and gestures.

As schools for at-risk Black and Latino youth, we anticipate a number of students will enter the school designated as English language learners (ELLs). Staff will seek students' records immediately after the spring lottery to try to identify already designated ELLs and Youth Advocates will use Home Language Surveys to determine the predominant language in the home and the student's native language and English proficiency. The schools will use the revised Language Assessment Battery (LAB-R) assessment to make a final determination of eligibility for language and literacy supports.

Specific services for ELL students will depend on numbers and proficiency levels as determined by the LAB-R and ongoing progress monitoring. Tutors and Student Support Teachers with ESL expertise will provide language supports at varying levels of intensity, including direct and computer-based instruction in native languages and English. The focus will be two-fold: English literacy development and scaffolding content to support effective participation in content-based seminars. Student Support Teachers may also push in to seminars and advisories using a sheltered immersion approach.

III. ORGANIZATIONAL AND FISCAL PLAN

A. Applicant(s)/Founding Group Capacity

ReSolve Schools grows out of the work of the Expanded Success Initiative (ESI), which is an educational component of the Young Men's Initiative (YMI) supported by the Open Society Foundations and Bloomberg Philanthropies. The founding group is comprised of members from a range of relevant organizations and experience, who have steered the initiative as a whole, and guided the design of the ReSolve model and development of the charter school application.

Applicant(s)/Founding Group

Name	Current Employment and Relevant Experience/Skills	Proposed role
Edward Fergus-Arcia	Deputy Director of Metropolitan Center for Urban Education, Steinhardt School of Education, New York University Dr. Edward Fergus-Arcia is the lead applicant for ReSolve Charter Schools. Eddie currently serves as the Deputy Director of Metropolitan Center for Urban Education, Steinhardt School of Education, New York University (NYU). He oversees the Center's Technical Assistance Center on Disproportionality (TACD), which focuses on building cultural competence and leadership development. He is also a research professor who teaches courses on Latinos in Urban Schools, and is a co-author of three books related to the experiences of Black and Latino males. He is a Trustee on the Yonkers Public Schools Board, a board member of the Governor's Juvenile Justice Advisory Group, and board member of the National Center on Response to Intervention. Fergus is also a former program director of a Children's Aid Society Community School, a former social studies teacher, and program evaluator of Title III, Magnet Assistance Programs, and 21st CCLC.	Board Member

Name	Current Employment and Relevant Experience/Skills	Proposed role
Melanie Hartzog	Executive Director, Children's Defense Fund-New York Melanie leads the Children's Defense Fund-New York office and brings extensive knowledge and expertise of policy development and analysis and advocacy in the not-for-profit and government sectors to the organization's efforts to improve outcomes for New York's children through research, public education, and community organizing and advocacy. Prior to joining CDF-NY, Melanie was appointed the Family Services Coordinator in the New York City Office of the Deputy Mayor for Health and Human Services where she oversaw several city agencies responsible for the delivery of human services and justice programs. She also served as project director for the Young Men's Initiative, a bold and innovative public/private partnership aimed at reducing disparities between the economic and social outcomes of young men of color and other demographic groups in New York City. Before joining the Mayor's Office, Melanie was the deputy commissioner for early childhood services at New York City's Administration for Children's Services. In this capacity, she designed and implemented initiatives to maximize utilization of child care resources and to increase efficiency and access to quality subsidized child care, culminating in the release of the city's EarlyLearn NYC procurement in 2011. Melanie also led a social services unit in the Mayor's Office of Management and Budget, and was director of policy and advocacy for the Human Services Council of New York City, Inc. She has a Master of Science degree from the New School's Milano School of International Affairs, Management and Urban Policy and Bachelor of Arts from Eckerd College.	Board Member
Vanda Belusic Vollor	Executive Director of the Office of Postsecondary Readiness (OPSR) at the NYCDOE Vanda was the founding principal of South Brooklyn Community High School and mentor principal for the network of transfer schools spawned by Good Shepherd Services as replications of South Brooklyn High. She also served as the Executive Director of the Office of Multiple Pathways to Graduation in the NYCDOE, and as a consultant to the formation of the High School for Excellence and Innovation for overage middle school students.	Partner
Ron Walker	Executive Director, Coalition of Schools Educating Boys of Color (COSEBOC) Ron is the founding director of COSEBOC and has been instrumental in developing standards for schools educating young men of color. He was awarded the Black Educators Award for Professional Service in Education and was a principal in the Cambridge public school system.	Advisor
Julian Cohen	Deputy Executive Director of OPSR, NYCDOE Julian was a founding teacher at Central Park East Secondary School (CPESS), a pioneering small school and flagship for the Coalition of Essential Schools. Julian has served as the Director of New Schools in the DOE Office of Portfolio, and was the founding Director of School Innovation for the DOE's Innovation Zone. Julian has been a thought partner to the design of several new school models, including NYCiSchool and Pathways in Technology Early College High School (P-TECH).	Partner

Name	Current Employment and Relevant Experience/Skills	Proposed role
Shawn Dove	Campaign Manager for the Campaign for Black Male Achievement, Open Society Foundation Shawn has more than two decades of leadership experience in youth development, education, and community building. Previously, Shawn served as one of the founding directors of New York City's Beacon School movement in the early 1990s while working with the Harlem Children's Zone. As New York Vice President for Mentor/National Mentoring Partnership he initiated a strategic response to the lack of African American and Latino male mentors by creating The Male Mentoring Project.	Partner
John Duval	Deputy Executive Director of OPSR, NYCDOE John oversees research, development, and operations in the Office of Postsecondary Readiness. John currently manages the office's annual operating budget of approximately $60M in local, federal, and private funding, including the Expanded Success Initiative. Additionally, he oversees all longitudinal research to assess the return on investment for the Multiple Pathways and CTE portfolios and leads policy development in these areas.	Fellow
Paul Forbes	Director, Expanded Success Initiative, NYCDOE Paul is the founding director of ESI, leading the DOE's strategy to increase college and career success among Black and Latino young men. Prior to joining OPSR, Paul was the Director of Safety and Suspension for a network of schools, has been a school dean and long-time advocate for young Black and Latino men.	Partner
Hector Calderon	Director of Organizational Learning, NYCDOE Hector leads the initiative's focus on professional and adult learning. Hector was the principal of El Puente Academy for Peace and Justice and began his teaching career at the school. He is a member of the New Leaders for New Schools founding cohort.	Partner

B. Board of Trustees and Governance

The ReSolve Charter Schools Board of Trustees will enter into a charter agreement with the Board of Regents for each of the ReSolve Charter Schools and is responsible for oversight and accountability of each school. The Board will govern a single education corporation that holds each of the charters.

Proposed Founding Board of Trustees

Trustee Name	Voting Y/N	Position on the board	Initial term length
Dr. Edward Fergus-Arcia	Y	TBD	TBD
Meena Nankani	Y	TBD	TBD
Rosanna Castro	Y	TBD	TBD
Rashid Shabazz	Y	TBD	TBD
Melanie Hartzog	Y	TBD	TBD

Our founding Board of Trustees has deep and relevant expertise and experience with which to carry out its duties, including familiarity with the model history and design, charter operations and governance, business and organizational leadership, and education policy and politics.

- **Dr. Edward Fergus-Arcia** is Deputy Director of the NYU Metropolitan Center for Urban Education. See full description in founding group above.
- **Melanie Hartzog** is Executive Director of the Children's Defense Fund-New York. See full description in founding group above.
- **Meena Nankani** is a Vice President at Marathon Asset Management LP. She supports the Investor Relations team, which is dedicated to providing client services on behalf of the Marathon Family of Funds. Prior to joining Marathon, Ms. Nankani worked at Moody's Investors Services as a part of the Alternative Investment Group. She has also worked as a Research Analyst for Coronat Capital Management, LLC and as a Project Coordinator/Budget Analyst for John Snow, Inc., a public health consulting firm. She has a Master of Public Administration (MPA) from Columbia University and double BA in Economics and Sociology from Tufts University.
- **Rosanna Castro** is currently the Director of Special Projects at Uncommon Charter High School. She has extensive experience with charter and district school operations as well as school governance, having served on the Providence Public School Board and as a fellow at the Broad Institute for School Board Members. During that time she was appointed to the Rhode Island Urban Education Task Force convened by Governor Donald L. Carcieri. She also worked for New Visions for New Schools as liaison for a team responsible for ensuring that 26 network schools received operational and instructional support and services. Having served as Family Outreach Program Manager at the Rhode Island Department of Health and a program manager for the National College Advising Corp, Rosanna brings depth of commitment to the task of college readiness for Black and Latino students.
- **Rashid Shabazz:** A former journalist, Rashid is currently a program manager for the Campaign for Black Male Achievement at the Open Society Foundation. He is experienced in the fields of media and communications where he has been involved in youth development advocacy and campaigns against the school to prison pipeline. He has worked or consulted for the Prison Moratorium Project, the Youth Development and Research Fund, the Drug Policy Alliance, and the New York Funder's Collaborative. Rashid was previously an NYU Public Policy Social Justice fellow. He has BA from George Mason, an MA from Yale in African Studies and an MS from Columbia in Journalism.

Board Roles and Responsibilities: The ReSolve Board members understand that they are collectively responsible for the implementation and success of each ReSolve school. Though it will rely on them for advice and recommendations, the board is independent from and does not answer to either of the partner organizations: NYCDOE or OSF. Neither these nor any other outside organization will be allowed to have a majority representation on the board. Board

members will uphold their Duty of Care, Duty of Loyalty, and Duty of Obedience. Specifically, the board will:

- Adhere to the mission, purpose and values of ReSolve Schools
- Contribute an area of expertise that will advance the mission of the school
- Advocate for the school's best interests and exercise independent judgment regardless of the impact on outside entities
- Conduct all board activity in an ethical, legal, and transparent manner
- Follow ReSolve School's bylaws and policies
- Develop, adopt, review and revise the schools' education goals, policies, and annual budgets
- Hire, evaluate and, if necessary, terminate the Managing Director
- Monitor, evaluate and, if necessary, terminate the partnerships with the Open Society Foundation and New York City Department of Education
- Address all complaints in a timely manner following the adopted complaint policy
- Attain a quorum at monthly meetings and adhere to the Open Meetings Law
- Review and evaluate reports and data, including student performance, financial, organization and compliance data, to verify the school is achieving its mission and accountability goals, faithful to its charter, and adhering to laws and regulations

The Board will have four officers—Chair, Vice-Chair, Treasurer and Secretary—who will comprise the Executive Committee, which sets meeting agendas. The Board will also have the following standing committees: Finance Committee to monitor the schools budget and finances, Academic Accountability Committee to focus on implementation of the education plan and achievement of accountability goals, and Governance Committee to focus on the effectiveness of the Board and recruitment and nomination of additional Board members.

Board members will serve for three year terms; the terms of the founding Trustees will range from one to three years in order to limit large, simultaneous turnover. The Governance Committee will monitor the composition of the board to ensure it is diverse and its members possess the skills and experience needed to govern the school. New board members will be elected by sitting board members. Our board members are and will be selected based on the following qualifications:

- Commitment to the mission and design of the school.
- Ability to attend board and committee meetings and participate in board work outside those meetings.
- Experience and expertise in a relevant field, such as: education, business, management, finance/accounting, law, government, personnel, governance, marketing/public relations, fundraising, and/or community relations or organizing.
- Experience with data-driven decision making and accountability.
- Interpersonal skills and comfort with a consensus process.
- At least 18 years of age.

Once ReSolve Schools open in fall 2014, the board will rotate its monthly meetings among the schools. All meeting dates and agendas will be publicized in advance, board meetings will be open to the public, and board members will go into private executive session only for appropriate reasons, such as private personnel matters or contract negotiations. The Managing Director will report to the board and the Shared Service Team senior staff as well as Site Director from each school will be in attendance to answer questions about individual schools. The board will receive a monthly dashboard that contains student performance, financial and organizational data as well as annual audit and family survey reports.

Each school in the ReSolve Network will have a Community Advisory Board comprised of the Site Director, at last two parents/guardians of current students, two current students, two teachers, two youth advocates and two community members unaffiliated with the school. The Community Advisory Boards will provide input on implementation of school programs and services and report to the Board on the status of the school community.

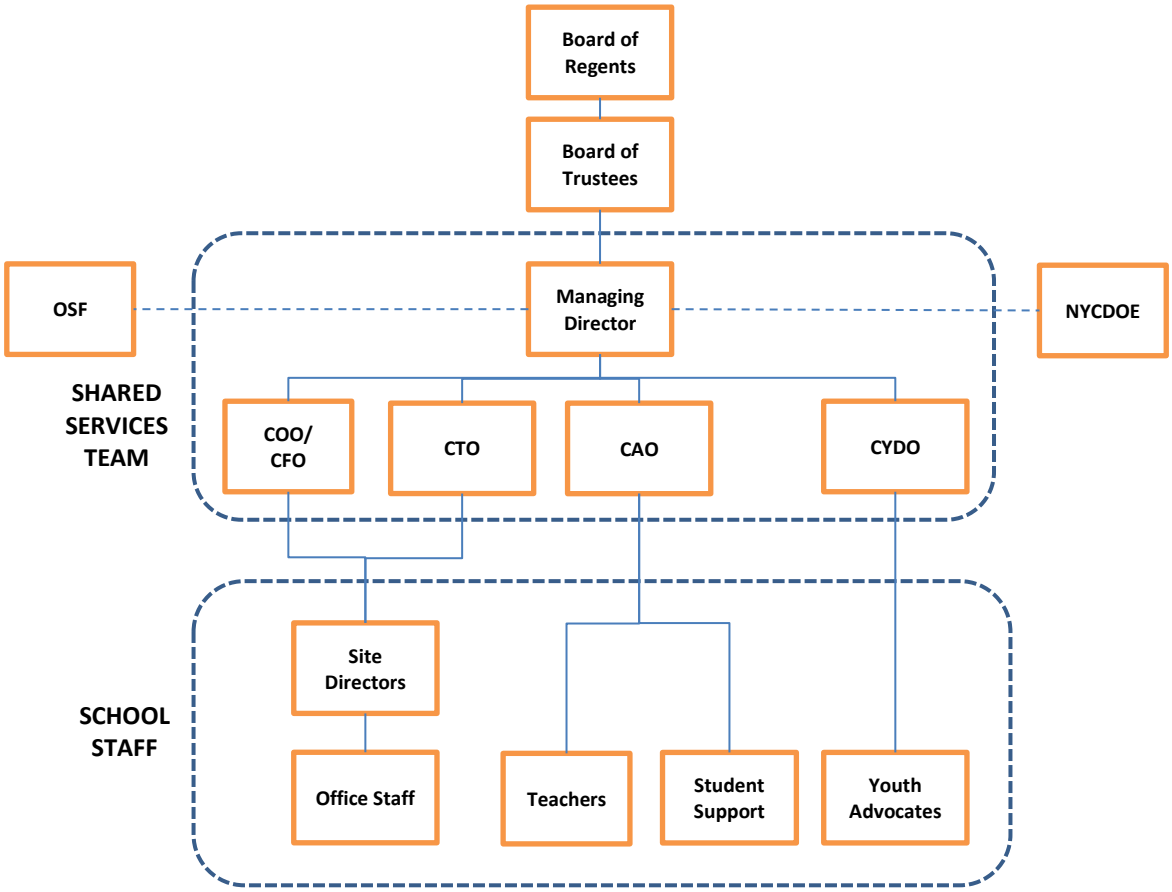
C. Management and Staffing

Despite leveraging via partnerships significant resources for curriculum and professional development, the human capital required to operate ReSolve Schools is significant. The level of academic and social-emotional support provided by teachers and youth advocates is not viable in a stand-alone school. However, sharing operational and instructional leadership roles across eight schools allows us to reduce many costs anywhere from one-half to one-eighth. Thus ReSolve Schools proposes a unique management and staffing plan.

The ReSolve Board of Trustees will report to the New York State Board of Regents and hire and supervise the Managing Director of the ReSolve Shared Service Team (SST), which is depicted in the top grouping in the organizational chart above. The Managing Director hires and supervises the SST senior staff, which includes a Chief Operations and Finance Officer (COO/CFO), Chief Academic Officer (CAO), Chief Youth Development Officer (CYDO) and Chief Technology Officer (CTO). The Managing Director is also responsible for hiring the Site Directors at each ReSolve School. The SST is supported by the NYCDOE and OSF partnerships. The cost of the SST is divided among the eight schools in the ReSolve Network (or in some cases four schools for charter-specific costs, e.g., finance and budget).

Each school-based position is supported and supervised by a position on the SST. The COO/CFO provides direction to the Site Director and Office Staff. The CAO provides overall direction for the academic program and, with assistance from Master Teachers and Student Support Coordinators, supervises all Teachers and Learning Specialists, which includes certified special education teachers. The CYDO supervises Youth Advocates and social workers.

ReSolve Schools Organizational Chart



ReSolve Schools Five Year Staffing Plan

School-Based Staff	2014-15	2015-16	2016-17	2017-18	2018-19
	9th	9th-10th	9th-11th	9th-12th	9th-12th
Site Director	1	1	1	1	1
Office Manager	1	1	2	2	2
Professional Teacher	1	2	3	4	4
Resident Teacher	4	6	9	12	12
Apprentice Teacher	2	5	7	10	10
Learning Specialists	1	2	2	3	3
Youth Advocates	4	8	12	16	16
Social Worker	1	1	1	2	2
College Counselor		1	2	2	2

Each ReSolve School will employ staff with the following responsibilities:

- **Site Director:** A jack of all trades, the site director ensures the campus runs smoothly by coordinating onsite scheduling, including instruction, advisories and staff professional development. Manages the office staff to ensure effective operations and compliance. Serves as the school's primary liaison to the Building Council and Shared Space Committee as well as security, nursing and cafeteria staff.
- **Teachers:** ReSolve provides a career ladder that taps each educator's experience and expertise, placing more leadership responsibilities on veteran teachers so more novice teachers can focus on developing their craft.
    - **Professional Teachers:** Professional teachers will have 5-8 years of teaching experience and intensive training from high-quality schools of education. While professional teachers may teach a few courses across the network of schools, their primary responsibility will be to act as front-line subject coaches to Resident/Apprentice teachers. Professional teachers will also bring expertise in different instructional modalities and will help Resident/Apprentice teachers structure courses around these differentiated modalities to ensure a student-centered classroom experience.
    - **Resident Teachers:** Resident teachers will have 3-5 years of teaching experience and will increase their effectiveness and impact under the guidance of Professional and Master teachers. The primary role of Resident teachers will be teaching courses and adapting the delivery of curriculum to meet student needs. The resident teacher also collaborate with a team of youth advocates to determine the appropriate external partnerships required to meet the social-emotional needs of their students.
    - **Apprentice Teachers:** Resident teachers will be recent college graduates with minimal training before entering the classroom. They will be teamed with Master and Professional teachers as they learn to hone their craft during their first two years on the profession. They will teach a limited load of solo class during their apprenticeship; rather their primary role will be tutoring students through various blocks of content and supporting professional teachers with course implementation. May be members of Americorps, City Year, Urban Teaching Corps, America Reads and America Counts, Teach for America.
- **Learning Specialists:** Provide support to students with disabilities, English language learners and other struggling students through Tier 2 and 3 interventions based on RTI process. Some will be certified special education teachers and others ESL specialists, depending on the needs at each school.
- **Youth Advocates:** Case managers for about 25 students to provide support and address non-academic social/emotional aspects of college and career readiness. Help students set personal and academic goals and develop post-graduate plans. Coordinates physical and health education. Mediates conflicts with other students and families. Communicates with each student's teachers to track progress, identify areas for growth,

and resolve problems. Liaison with students' case managers or probation officers and families' social service providers. Experience in human services, e.g., social work, counseling, psychology or youth development.

- **Social Workers:** Provides individual and group counseling to students with IEPs and other student in need; provides crisis intervention as needed.
- **Office Managers:** Serve as first point of contact for families and the public. Manage files, procurement, data entry and requests, correspondence and other basic operational functions. Each school will open with an Office Manager and add office staff as the school grows in size.

ReSolve Shared Service Team Five Year Staffing Plan

Shared Service Team	2014-15	2015-16	2016-17	2017-18	2018-19
	9th	9th-10th	9th-11th	9th-12th	9th-12th
Managing Director	1	1	1	1	1
CAO	1	1	1	1	1
COO/CFO	1	1	1	1	1
Chief Advocate	1	1	1	1	1
CTO	1	1	1	1	1
Director of Data and Assessment	1	1	1	1	1
Data Analyst	1	2	3	4	4
Master Teachers		2	4	4	4
HR Director	1	1	1	1	1
Student Support Coordinators	1	2	3	4	4
Director of Post-Secondary Planning	1	1	1	1	1
College and Career Managers		1	2	2	2
Office Support	2	2	2	2	2

ReSolve Schools will collectively employ and split the cost of the Shared Services Team members, who responsibilities include:

- **Managing Director:** Manages the overall implementation of ReSolve mission and vision. Responsible for the overall implementation of ReSolve Schools Model. Coordinates the fiscal, programmatic, curricular, human capital, and organizational development of the schools. Reports directly to the Board of Trustees, supervises the Shared Services Team, and coordinates the partnerships with NYCDOE and OSF
- **Chief Academic Officer:** Manages development and implementation of the competency-based, culturally responsive curriculum and assessment. Coordinates hiring, training, ongoing professional development and clinical supervision of academic faculty.
- **Chief Operating Office/Chief Financial Officer:** Manages the operations and finances of the charter schools as well as an network-wide grants; supports the Site Directors and office staff at individual schools and coordinates outsourcing of back office services, e.g., CSBM, independent auditors and technology vendors.

- **Chief Youth Development Officer:** Coordinates the youth development program run by Youth Advocates at each school. Develops curriculum, provides training and clinical supervision, and builds partnerships with community organizations and government agencies to provide wraparound services for the schools.
- **Chief Technology Officer:** Manages and directs all activities for the collection, communication, processing and reporting of information to support ReSolve Charter Schools. The position oversees IT infrastructure, hosting and applications and provides thought leadership in innovation and strategy regarding the efficient use of various technologies to drive academic excellence.
- **Director of Data and Assessment:** Ensures the smooth functioning of the data management system, provides staff training on data analysis and action planning, and provides data to drive programmatic evaluation and decision-making.
- **Master Teachers:** Seasoned educators will serve in an instructional leadership capacity to help guide the development of curriculum and assessment in the digital pathway, coordinate a comprehensive professional development program for faculty, and facilitate the teacher evaluation process.
- **Student Support Coordinators:** Manage the administrative side of special education and ESL services, serve as primary liaison with the CSEs, coordinate referrals, evaluations and IEP development and reviews, train and support Student Support Teachers in the schools, develop intervention programs and resources for special education and ESL.
- **Director of Post-Secondary Planning:** Coordinates college and career guidance, develops partnerships with external service providers, tracks student progress.
- **HR Director:** Responsible for talent recruitment, onboarding, orientation, and coordination of staff evaluation processes.
- **College and Career Managers:** Develops early college education and career awareness experiences, coordinates participation and school-based support systems.

ReSolve offers innovative staff roles, including a career ladder for educators. While some staff will be hired to work at one specific campus, others will contribute their skills and experience across the network. ReSolve will seek a dynamic and diverse group of individuals who can work as a team committed to closing the achievement gap and plugging the school to prison pipeline. As ReSolve Schools will be a new education model, we will seek people dedicated to continuous learning and improvement for themselves and the organization, i.e., sponges not bricks.

C.1. Charter Management Organization

☒ We **do not intend to contract** with a charter management organization.

C.2. Partner Organization

ReSolve Schools will form a groundbreaking partnership with the New York City Department of Education and the Open Society Foundation, which collaboratively manage the Expanded

Success Initiative (ESI) under the auspices of the Young Men's Initiative (YMI). These efforts are supported by the Bloomberg Philanthropies and Open Society Foundations, which have been investing $43 million annually in these programs and projects. These partnerships will provide ReSolve with the following:

School Design Fellowship: The ESI School Design Fellowship has already launched, which will radically redesign the high school experience and surface policy constraints that stand in the way of scalable success. Fellows may come from the fields of education, youth and community work, or entrepreneurship and management. While not all Fellows are expected to have experience in school settings, all will bring a passion and commitment to educating Black and Latino young men and women. These 12-15 individuals will be immersed in learning, collaborative design, and school implementation support over the pre-opening period as they build out the elements that define the model. Each of the ten elements of the model will be broken into tasks, led by one or more Fellows, who will be matched based on their expertise in the area. Fellows will have access to a range of resources as they develop the implementation plan for this element of school design, including access to a national network of school designers, partnerships with relevant organizations, and the ability to develop new products, materials and frameworks that can be implemented across all the new schools. Fellows will use a rapid prototyping structure as they share discrete aspects of their work, interlocking each of the core elements. In this way, the movement from prototyping to integration to implementation will yield a single model that can benefit from economies of scale across eight instances; the only subtle variations being local contexts rather than any core operating principles.

Having spent the summer and fall prototyping ideas, the Fellowship will begin to pilot some of the discrete design elements in existing schools to begin bridging the gap between conceptual ideas and implementation. The continuing design cycles will incorporate feedback from current students and school leaders as to the feasibility of implementation within the context of a school day/calendar. Additionally, Fellows will begin engaging in a second strand of work related to school start-up, including student enrollment, teacher recruitment and training, and procurement. Leadership for the ReSolve Shared Service Team and individual ReSolve schools will be drawn from the Fellowship, though Fellows are not guaranteed employment with Resolve Schools. The Fellowship comes to an end when the ReSolve schools open to students.

Once the schools are operational, the partnerships with NYCDOE and OSF will continue to provide access to significant expertise and resources:

Expertise: ReSolve Schools will benefit from the combined knowledge and wisdom of the people and organizations that have come together under the YMI banner. Examples include:

- **YMI Advisory Board:** comprised of experienced leaders in education, health, employment and justice. Its Advisory Board includes representative of:
  - Harlem Children's Zone
  - Community Service Society
  - Mentoring USA
  - Robin Hood Foundation
  - Teach for America
  - Children's Aid Society
  - Committee for Hispanic Children and Families
  - Eagle Academy Foundation
  - Big Brothers Big Sisters of New York City
  - Brotherhood/Sister Sol

- **ESI Working Group:** guides the implementation of the ESI strategies in schools throughout New York City. Members include leaders from the Campaign for Black Male Achievement, Coalition of Schools Educating Boys of Color (COSEBOC), and the Deputy Mayor's Office.
- **NYCDOE Office of Post-Secondary Readiness (OPSR):** established in 2005 (as the Office of Multiple Pathways to Graduation) to develop a portfolio of educational models to meet the needs of over-age and under-credited students. OPSR has built a comprehensive vision of post-secondary readiness that includes online learning and digital literacy, career and technical education, job readiness and career exploration. OSPR staff are actively involved in supporting ESI programs. OPSR will provide School Design Fellows with access to:
    - **The College and Career Readiness Benchmarks:** a set of and related resources, including planning guides for students and parents
    - **Connected Foundations:** funded by an $8.5 million broadband stimulus grant from the US Department of Commerce, a credit-bearing technology course focused on digital literacy and college and career skills and access to and use of broadband Internet by New York City high school students
    - **School Time Lab:** a Dell funded initiative that re-examines high school programming for college and career success
    - **Office of Career and Technical Education:** programs informed by industry stakeholders providing guidance on curriculum and technology and offering work-based learning opportunities.
    - **Early College and Career Partnership Model:** a grades 9-14 program piloted at P-TECH (highlighted in President Obama's State of Union speech) that connects high school, college, and the world of work through partnerships.
    - **Common Core Fellows:** School Design Fellows will have access to all of the professional learning and resources of the Common Core Fellows
- **NYCDOE Office of New Schools (ONS):** since 2002, more than 400 new schools have been created to offer more options to students and communities. ONS selects and trains leaders to open new schools and provides start-up and post-opening support.
- **NYCDOE Charter Schools Office:** this expanded team is responsible for operational support for all charter schools in NYC. It has considerable expertise in school start-up and evaluation and serves as the primary liaison between charter schools and NYCDOE.
- **NYCDOE Portfolio Management:** assesses educational options and determines the types of new schools needed in a particular community. This team is critical in siting new schools in under-utilized DOE buildings.

Resources: The partnerships provide ReSolve Schools with access to considerable resources:

- **School Design Fellowship:** The Fund For Public Schools has already funded this innovative program, which will provide twelve Fellows with training, facilitated planning and support as they shepherd the schools from proposal to reality and prepare for possible leadership roles within the ReSolve network and schools.

- **Curriculum:** the NYCDOE is developing extensive curriculum resources to support implementation of the Common Core and prepare students for PARCC-aligned assessments.
- **Data:** NYCDOE possesses a rich array of data useful to start-up schools, including information to assist with student recruitment.
- **Tools and Systems:** ReSolve intends to pilot the inBloom system and will work with other schools, districts and states on building out its capabilities.
- **Leadership Development:** ReSolve fully intends to participate in the resources provided by the OSF Campaign for Black Male Achievement and the Leadership and Sustainability Institute.
- **Professional Development:** through OPSR and other NYCDOE offices ReSolve Schools leaders and staff will have access to training opportunities and resources across the DOE, including new school development, curriculum implementation, and special education and ELL support.

D. Evaluation

ReSolve is a learning organization and committed to continuous improvement. Moreover, as a high profile reform effort of the ESI research and development program, significant resources will be devoted to ongoing evaluation of the ReSolve model and staff.

Programmatic Audit: ESI will be responsible for ongoing monitoring and evaluation of program implementation. Its staff will be in regular communication with ReSolve leadership and have access to relevant and appropriate data. Their focus will include the status of culturally responsive, competency-based teaching and learning; systems for collecting, analyzing and using data; wrap-around, social-emotional supports; programs for identifying and serving students with disabilities and English language learners; and efforts to develop college and career readiness. At the end of each year ESI and ReSolve leadership will use a variety of data points to assess the impact of program implementation with respect to mission and accountability goals. For example, ReSolve staff will participate in NYU's Metropolitan Center for Urban Education's School Climate Survey on Culturally Responsive Beliefs and Practice. The schools will also submit an annual report to NYSED detailing progress towards accountability goals, including student performance on state tests, and post these reports on the schools' website.

Leadership Evaluation: All staff at ReSolve Schools will develop annual performance goals based on their roles and responsibilities. These goals will be discussed and approved by each staff member's supervisor at the beginning of each year. They will serve as the focus of formative and summative evaluation throughout the school year. The ReSolve Board of Trustees will form an ad hoc committee each year to conduct an annual evaluation of the Managing Director. The evaluation domains will focus on student competency attainment, organizational and financial health, and progress towards mission achievement and accountability goals. The Managing Director will be responsible for evaluating all staff on the

Shared Services Team, though he or she may delegate responsibility to secondary leaders with supervisory responsibilities.

Teacher Evaluation: ReSolve will use a competency-based system for teacher evaluation as well, which reinforces the approach that teachers use with their students. In anticipation of adoption by NYCDOE, the School Design Fellowship will develop during the planning year a set of teacher performance competencies aligned with Charlotte Danielson's *Framework for Teaching, 2nd Edition*. Teachers will be expected to collect and document evidence throughout the year demonstrating their level of mastery of these competencies. Examples of evidence might include lesson plans, video of instruction, student assessment data showing growth or attainment, and documented feedback from students, peers or instructional leaders, e.g., the CAO or instructional coaches. Peer observation using Critical Friends and other structured protocols will play a significant role in order to norm expectations and support a continuous improvement mindset in our staff. Experienced teachers will have formal roles mentoring novice educators. Our digital pathway and data management system will allow school leadership to examine each teacher's contribution to developing competencies across all of the students he or she teaches.

Family Satisfaction: Youth Advocates will have regular contact with families through home visits and ongoing communication. ReSolve will also administer at least annually family surveys to not only gauge satisfaction with the schools, but also to identify areas in which families require additional support. Satisfaction will also be measured by examining student retention patterns and grievances filed at the Shared Services Team and Board level.

E. Professional Development

One benefit of opening ReSolve as a network of eight schools is the opportunity to start with a critical mass, i.e., enough teachers in a given discipline to share ideas and develop a professional learning community around subject-related content and pedagogy. It also provides a diversity of experience that is usually absent in new charter schools with only one or two teachers per subject.

Summer Institute: Before students arrive the staff will meet as a network for orientation and training to prepare for school opening. Topics will include:

- Culturally responsive education
- Competency-based instruction
- Restorative justice
- Digital pathway and data management
- College and career readiness benchmarks
- Response to Intervention and the school-wide applications model

We envision this professional development (PD) helping all staff to adopt the lens of culturally responsive education in order to learn how to develop and implement competency-based instructional practices that have been validated with students similar to those they are teaching. PD delivery will be a combination of explicit training, collaborative study and independent exploration. For example, the National Center for Culturally Responsive

Educational Systems has a large set of modules covering a range of CRE-related topics, including pedagogy, use of evidence, culture, and Response to Intervention. Departments will also meet separately for specific training around instructional models and youth advocacy.

For many teachers competency-based education will be a significant shift in thinking, and will require ongoing training and support to realign practices and expectations. Ephraim Weisstein, founder of Schools for the Future, pointed out that "The power of competencies is in how they can be used to deepen learning through continuous assessment and conversations with students. It's where I think most of the professional development time should go." A draft of the master competencies will have been created by the time many members of the faculty are hired; however, it will be important for teachers to have a chance to grapple with and put their own stamp on them before they are finalized. Professional development will focus on understanding the structure of the competencies, the inter-disciplinary connections and the vertical pathways, as well as how to use them for planning instruction and selecting materials. Teachers will also be familiarized with the computer-based resources and systems for archiving material they bring to the table or create in the digital pathway as well as strategies for making them relevant and engaging to students.

In-Service: Teachers will engage in job-embedded PD during the school year. The Chief Academic Officer will be responsible for coordinating coaching cycles for teachers, including review of lesson planning and observation of implemented instruction to provide teachers with actionable feedback aligned to the teacher competencies. Peer observation and formative feedback will be a hallmark of the professional environment in which our teachers work. Because teachers may rotate among schools, there will be opportunities to see many experienced educators in action. In addition, ReSolve will establish a formal mentoring program for Tutors to provide them with guidance and encourage them to develop the skills necessary to become seminar teachers. Tutors will experience mentoring cycle so they can benefit from the perspective of multiple educators. Teachers will get training in the mentoring process and be expected to follow protocols that target feedback productively.

ReSolve will utilize network-wide subject area departments, which will meet on occasion, but also interact in "the cloud" by sharing unit and lesson plans, materials, assessments, and video of instruction online, thereby fostering a consistent connection and healthy discussion. An ongoing focus of PD will be norming expectations around performance levels for individual competencies. Teachers will continue to collaborative examine and discuss student work and revise the anchors and exemplars that set the standard for mastery.

Youth Advocates will also participate in ongoing coaching and support to develop their unique role in the school. They will use a case study model to discuss a particular student, the approaches taken to support that student, and suggestions for additional or alternative strategies and resources. They will also receive training around youth development topics, such as conflict mediation, crisis management, and de-escalation techniques.

ReSolve will tap the expertise of staff to provide PD for their peers as well as contract with external consultants when needed. Finally, an important and valuable aspect of the partnership with NYCDOE is access to professional development opportunities for teachers and instructional leaders.

F. Facilities

An invaluable component of the partnership with the NYCDOE is the support of the Division of Portfolio Planning, which includes the Office of Portfolio Management, Charter Schools Office, and Office of New Schools. NYCDOE has helped to open hundreds of district and charter schools and has vast experience with siting them in appropriate locations based on both need and availability of space. ESI has been working with key staff in DPP to identify potential sites for ReSolve Schools in underutilized NYCDOE buildings. The five communities that ReSolve will target for student enrollment were identified through these conversations and the founding group is confident that public space will be provided in or near them. ESI has also met with district superintendents and communicated with Community Education Councils (CECs) to lay the groundwork for productive relationships.

ReSolve Schools are relatively small in order to maintain an important sense of community among students and staff, opening with 75 students in Year 1 and growing to 289 students by Year 4. According to the NYCDOE January 12, 2012 Underutilized Space Memorandum, which is based upon the 2010-2011 Enrollment-Capacity-Utilization Report (the "Blue Book"), there is available space in every target community.

Underutilized NYCDOE Buildings

Underutilization Rate	East Harlem	South Bronx	East New York	Brownsville	Jamaica
	CSD 4	CSD 8	CSD 19	CSD 23	CSD 29
By at least 300 seats	1	3	4	4	1
By 150-299 seats	4	9	17	8	8
Total Buildings	5	12	21	12	9

There is additional space available in adjoining CSDs which would still provide relatively easy access to the students intended for enrollment. Given the availability of space and the Mayor's support for this initiative, the founding group is confident NYCDOE space will be found for ReSolve Schools.

In Year 1, each ReSolve School will need five classrooms in which to provide seminars, tutorials and advisories as well as administrative office space and small rooms for private meetings or counseling. At full capacity in Year 4 the schools will encompass 20 classrooms. The schools will utilize shared cafeterias and kitchens, gymnasiums and sports fields, nursing offices, and building security.

ReSolve Schools will participate actively and respectively to make co-location beneficial for all parties. Each ReSolve Site Director will join the other school leaders in Building Council meetings at least monthly to coordinate access to shared space to maximize use and tranquility. In addition, the Site Director, a teacher and a parent from each ReSolve school will participate at least four times a year in their building's Shared Space Committee to review the implementation of the building space plan.

G. Insurance

Based on the insurance coverage of other charter schools, below is the approximate coverage we intend to secure by the time the school begins operation.

- General Aggregate: $2 million aggregate and $1 million for each occurrence
- Umbrella Liability: $5 million limit of coverage
- Directors & Officers: $1 million in coverage
- Student Accident: $500,000 aggregate per accident
- Student Accident Medical: $25,000 per accident
- Student Catastrophic Accident: $1 million limit
- Automobile/Bus Liability: $1 million
- Property: $250,000 in coverage for school furnishings, equipment, and leased space betterments
- Workers' Compensation: rate determined by state of New York
- Employee Benefits Liability $1,000,000
- Employment Practices Liability $1,000,000
- Educators' Legal Liability $1,000,000
- Sexual Misconduct Liability $1,000,000/occurrence; $2,000,000 aggregate

We have allocated spending approximately $20,000 for insurance, assuming some cost savings by purchasing a package for four charter schools, which will grow as the schools expand.

H. Health, Food, and Transportation Services

Health: ReSolve is committed to the physical and emotional health of its students, which are necessary conditions for college and career readiness. Students will be responsible for demonstrating health-related competencies in order to graduate. The Youth Advocates will take primary responsibility for physical and health education, typically through advisory team and independent study and which may include yoga, calisthenics, weight lifting and strength training, running and team sports.

ReSolve Schools will utilize the nursing services provided in co-located NYCDOE buildings. Services will include:

- Maintenance of cumulative health records. All records will be securely stored in locked filing cabinets with access only by authorized personnel.
- Compliance with and enforcement of mandatory immunization requirements. Parents may waive immunization in accordance with Public Health Law and exceptions to immunizations shall be granted if a licensed physician or nurse practitioner certifies such immunization may be detrimental to the student's health, or if the student's parent or guardian holds genuine and sincere beliefs, which may include religious beliefs, contrary to such immunization.
- Storage and administration of medications. In order to administer any prescribed medication to a student or child, there must be a doctor's note on file. For any over-the counter-medication, the school must have a note signed by the parent with directions.

- Emergency care of ill or injured students. Students will not be allowed to have medications in their possession or in their lockers, including over-the-counter medications.
- Access to automated external defibrillator (AED) equipment. At least two staff members at each campus will be trained in cardiopulmonary resuscitation (CPR) as well as the operation and use of AED equipment for use in the school and at any school-sponsored events at other locations, including class trips and academic competitions.

Food: ReSolve students will take their meals in the shared cafeteria spaces in co-located NYCDOE building and may purchase the meals provided by the NYC DOE Office of School Food and Nutrition Services. ReSolve will participate in the federal School Breakfast Program and the National School Lunch Program, and all meals will meet these program's nutritional requirements. In order to be eligible for Free or Reduced Price meals, families must complete a School Meals Application. High school students are notoriously difficult to sign up, so our Youth Advocates and office staff will work with families to ensure students have access to subsidized meals to which they are entitled. Families will be able to complete a paper version of the application, or submit it online via a computer at the school. Given the high proportion of low-income students ReSolve intends to serve, it is likely the schools will qualify for the universal lunch program. Regardless, staff will discretely track all subsidized meals consumed at the school, keeping individual students' free and reduced lunch status private, and complete the Meals Served Report Form on a weekly basis to submit to the Office of School Food and Nutrition Services. Each month the school will estimate meal participation and bill families for full- or reduced-price meals. Per federal regulations, students with a disability that restricts their diet will be served meals at no extra charge. We will never turn away a student whose parent has not paid and have budgeted funds to cover such costs.

Transportation: ReSolve students under state law are eligible for transportation services comparable to students in the district of location. Under current city policy, high school students who live within .5 miles of the school are not eligible for transportation services. Students between .5 and 1.5 miles receive a half-fare MetroCard and students beyond that radius receive a full MetroCard. In addition, students with disabilities may receive special transporation as established in IEPs. ReSolve operations staff will submit a Transportation Request Form to the New York City Department of Education Office of Pupil Transportation (OPT) based on anticipated enrollment and manage the distribution of MetroCards. Funds are also budgeted for field trips, including college trips.

I. Family and Community Involvement

Inspired by the transfer school model developed by Good Shepherds Services in New York City and the community schools model in Cincinnati, ReSolve is committed to building strong connections with families and communities to support of learning. ReSolve Schools provides flexible opportunities for families to participate in the school and their child's education, including home visits, multiple communication routes (e.g., phone, text, e-mail, online), one-on-one meetings with staff members, conferences with students and teachers, educational and social events, and award and graduation ceremonies. The Youth Advocate, described in various

sections above, will play the pivotal role by facilitating relationships between families and the school as well as external support organizations. The Chief Youth Development Officer will be responsible for developing partnerships with local community organizations and government agencies to ensure families have the stability to support their child through high school. The Youth Advocates will then build relationships with case workers, parole officers, housing officials, social workers and others to ensure they are all working together for the sake of the family and student. Youth Advocates will have a "whatever it takes" attitude. As an example of the type of person who would be an effective ReSolve Youth Advocate, the January 17 issue of *New York Teacher* profiled health educator Paula Boyd, describing her as "a one-woman wraparound-services coordinator" at Edward R. Murrow HS in Brooklyn.

ReSolve will also provide families with educational opportunities to help them help their child succeed. Teachers, Youth Advocates, social workers, and college counselors will provide parents with information about the school's academic program and resources for readying their child for college and the workplace. These programs will be culturally responsive and flexibly designed to fit family members' busy schedules. For example, activities might be based on the Abriendo Puertas/Opening Doors program, which uses "dichos" (culturally-based sayings) to frame conversations about college planning, applications and transitions.

Each ReSolve campus will also have a Community Advisory Board that includes the school's Site Director who will appoint at least two teachers, two Youth Advocates, two parents of current students, two current students, and at least two other community members who are not affiliated with the school. The Advisory Board will meet at least monthly and report to the ReSolve Board of Trustees on the state of each school in the Resolve network.

J. Financial Management

Annual Budget: ReSolve Schools will utilize school-based budgeting to facilitate accountability for each charter; the COO/CFO will work with the Site Director of each campus to develop an annual budget that reflects the school's needs and priorities. The annual budget for each school will include the direct costs of the school and the shared costs of the Shared Services Team, some of which may be shared across all eight schools in the network and some of which may be shared just among the charter schools, e.g., annual audits. This will be submitted to the Board's Finance Committee, which will review and recommend budgets for approval to the full Board each spring prior to the end of the fiscal year, June 30. The Board is responsible for ensuring that the budget is sufficient to achieve the mission and meet the goals of the school.

Budget Monitoring and Modification: The COO/CFO will be responsible for tracking all school and network revenues and expenditures, and will report to the Managing Director on these issues, particularly those that may need to be escalated to the Board. Should projected expenses in any domain exceed budgeted amounts, the COO/CFO may work with the Finance Committee to develop recommendations for budget modifications. The Board has sole power to make changes to the annual budget.

Financial Management: The Board will adopt and regularly review and revise as necessary financial policies and procedures. The COO/CFO will be responsible for implementing these

policies and procedures, which will include internal control structures, receipts and expenditures, and reporting requirements. The COO/CFO will communicate with the Board's Finance Committee to discuss both planned and unplanned fiscal commitments. The Board, primarily through the Finance Committee, will review on a monthly basis budget to actual, cash balance and other reports that illuminate the fiscal health of the school and network.

Annual Audit: ReSolve will contract with an independent New York State certified public accountant to perform annual audits of the finances of the schools, which will be conducted in accordance with generally accepted auditing standards and government auditing standards issued by the Comptroller General of the United States. The audit will cover 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 of any significant findings or material weakness in the financial processes of the school. The Finance Committee will ensure that the fiscal audit is completed with assistance from the COO/CFO. The audit will be reviewed by the Board and submitted to NYSED each year in a timely manner.

K. Budget and Cash Flow

The budget was developed based on the experience of other New York City charter schools, charter management organizations and shared service teams. Though savings are anticipated through economies of scale, this is a conservative budget. It assumes revenues based on 95% of enrollment to account for possible student attrition, while calculating costs based on target enrollment. In addition, 3% of per pupil is set aside as a contingency fund. It also does not include an contributions, though we expect the ReSolve model to draw considerable interest from the philanthropic community.

Pre-Opening Period: Many of the costs of developing the ReSolve model will be covered by external sources. The School Design Fellowship, for instance, has already secured funding from the Fund for Public Schools. ReSolve will use CSP funds to hire the Managing Director and other key SST staff members, establish and prepare operations and financial systems, finalize competencies and assessments and install the digital pathway and data management systems. Site Directors and support staff will be hired to begin establishing each school within its community, hire other school-based staff and recruit the first classes of ReSolve students.

Year 1: With an initial enrollment of 75 students, we assume $960,417 in per pupil revenue. We also assume 12% of students will receive 20-59% special education services at $10,390 per student and 4% will receive 60+ services at $19,049 per student. Other sources of revenue include a continuation of CSP funding and Title I, which assumes 80% of students are eligible for free and reduced price lunch.

In Year 1, 83% of expenditures are labor costs, including school-based staff and the STT. Of that, 27% are administrative. In addition to traditional benefits, ReSolve will match 3% of salary for retirement contribution. We anticipate considerable costs savings through shared curriculum based on the competency framework that lives in the digital pathway. The four

charter schools will share the cost of contracted services from CSBM, which will manage back end accounting and finances.

5 Year Budget: The per pupil funding rate is assumed to remain constant over the charter term and we retain the same assumptions regarding percentages of students eligible for special education and Title I. In Year 5 total per pupil revenue will be $3,719,925. The last of the CSP funds are used in Year 2.

Expenditures for labor continue to account for the majority of spending, rising to 88% in Year 5, with administrative costs declining to about 15% of total labor costs. As student enrollment grows, additional teachers and youth advocates are hired as well as some office support staff. In addition, costs for contracted services, including special education, finance and operations, grow with student enrollment. We intend to continue to expand technology, including laptops for student use. $25,000 per year is set aside in each of the first three years of operation for the required dissolution fund.

Should expenditures exceed projected revenues, the following steps may be taken: tap into the contingency fund (3% of per pupil), reduce non-essential spending in areas such as technology, reduce faculty growth through increased class sizes. If projections show a temporary cash flow problem, we will also consider bridge loans at reasonable interest rates.

CSP Grant: While we only budget the guaranteed $500,000, we believe ReSolve Schools is eligible for $750,000 based on NYSED's stated priorities:

1. **Underserved student populations priority.** ReSolve Schools is specifically designed to close the achievement gap and plug the school to prison pipeline. Our target population is low-income Black and Latino youth. We have targeted five communities that are characterized by poverty and low achieving schools. Low-income students receive preference in our lottery. We are confident ReSolve Schools will have met one or more of the enrollment targets for underserved students prescribed the by Board of Regents.
2. **Authorizer program design priority.** ReSolve Schools meet the following design priorities:
    1. **The school is specifically designed to meet the learning needs and raise the achievement of students who are English language learners.** ReSolve Schools target Latino youth in low-income neighborhoods, many of whom have experienced failure in school due to linguistic challenges. ReSolve addresses this through Spanish speaking Youth Advocates, a culturally responsive education program that engages all students, small group and computer based instruction that targets language development and scaffolds learning in seminars, and dedicated Student Support Teachers who provide Tier 2 and 3 interventions.
    4. **The school will serve students who are at-risk of academic failure because they reside in a community that is served by a persistently low-achieving school.** ReSolve Schools will open in the communities of East Harlem, South Bronx, Brownsville, East New York or Jamaica. As shown in section I.D, these

communities are characterized by low student performance with dismal graduation rates and college readiness indices.

7. **Improving productivity through innovative use of technology to provide blended learning.** ReSolve Schools is building a digital pathway and data management system that will contain a competency-based curriculum and assessments. The schools will pilot the inBloom system, with which New York has partnered to provide innovate connections between education and service providers. This system allows students to personalize their learning and work in small groups and independently under the direction of teachers to build basic skills necessary to participate in college preparatory seminars. In addition, curriculum and instruction will be greatly expanded by the growing opportunities provided by online learning.

L. Pre-Opening Plan

Task	Function Area	Start Date	End Date	Responsibility
Recruit School Design Fellows	Start-Up	Jan 2013	Apr 2013	ESI
Develop draft competencies	Academic	Mar 2013	Jun 2014	SDF
Adopt bylaws and code of ethics	Governance	Jan 2014	Jan 2014	BOT
Appoint board officers	Governance	Jan 2014	Jan 2014	BOT
Recruit and hire Managing Director	Governance	Jan 2014	Feb 2014	BOT
Hire SST staff	Staffing	Feb 2014	Jun 2014	MD
Secure facilities, hold hearings	Operations	Jan 2013	May 2014	MD, COO
Plan and execute renovations if needed	Facility	Apr 2014	Jul 2014	COO
Recruit and hire Site Directors	Governance	Jan 2014	Apr 2014	MD
Obtain 501c3 status	Operations	Jan 2014	Jun 2014	COO
Develop and approve fiscal policies and procedures	Finance	Jan 2014	Jan 2014	BOT, COO
Contract with CSBM	Finance	Jan 2014	Jun 2014	BOT, COO
Spec inBloom system	Technology	Mar 2014	May 2014	CTO
Recruit students	Recruitment	Jan 2014	Apr 2014	COO, SD
Hold lottery	Recruitment	Apr 2014	Apr 2014	COO, SD
Obtain student records	Operations	Apr 2014	Jul 2014	COO, SSC
Recruit and hire school-based staff	Staffing	Feb 2014	Jun 2014	CAO, COO, SD, SSC
Establish digital pathway and data management systems	Academic, Operations	Mar 2014	Jun 2014	CTO, CAO, SDF
Research and secure standardized assessments	Academic	Mar 2014	Jun 2014	CAO, SSC, SDF
Research and secure online learning software and apps	Academic	Mar 2014	Jun 2014	CAO, CTO
Approve budget for FY14-15	Finance	Apr 2014	Apr 2014	BOT
Secure food services	Operations	Apr 2014	May 2014	COO
Secure transportation	Operations	Apr 2014	Jul 2014	COO
Finalize staff handbook and personnel policies	HR	Apr 2014	Jun 2014	BOT, MD, COO
Develop and distribute student handbook	Operations	May 2014	June 2014	MD, CYDO, SD
Install and test technology systems	Technology	May 2014	July 2014	CTO
Conduct open houses and home visits for admitted students	Enrollment	Jun 2014	Jun 2014	CYDO
Contract with Related Service Providers	Academic	Jun 2014	Aug 2014	COO, SSC
Secure insurance policies	Operations	Jun 2014	Jul 2014	COO
Contract PD for Summer Institute	Academic	Mar 2014	Jul 2014	CAO, CYDO
Prepare Summer Institute materials	PD	Jun 2014	Aug 2014	CAO, SDF
Complete Initial Statement of Financial Controls	Finance	Jul 2014	Jul 2014	COO
Complete fingerprints and background checks	HR	Jul 2014	Jul 2014	COO
Secure IEPs and student records	Operations	Jul 2014	Aug 2014	SSC
Move into school building and set up offices	Operations	Jul 2014	Aug 2014	COO
Conduct Summer Institute	PD	Aug 2014	Aug 2014	CAO, CYDO
Prepare student orientation	Academic	Aug 2014	Aug 2014	SD

BOT=Board of Trustees; ESI=Expanded Success Initiative; SDF=School Design Fellows; MD=Managing Director; CAO=Chief Academic Officer; COO= Chief Operations and Finance Officer; CYDO=Chief Youth Development Officer; CTO=Chief Technology Officer; SSC=Student Support Coordinator; SD=Site Director;

M. Dissolution Plan

We have included $75,000 in our budget by setting aside $25,000 each year for the first three years of operation to cover costs in case of the school's dissolution. In such a case, the assets of the school will first be used to satisfy the school's debts. All property that the school has leased, borrowed, or contracted for use will be returned. Any remaining assets will be transferred to another ReSolve school; if that is unfeasible then to the NYCDOE.

Should the school close, the Board will adopt a closure plan and form an ad hoc committee of Trustees to oversee the closure. The Board would expect to delegate to the Principal responsibility for managing the dissolution process; should the Principal be unavailable the Board will designate another school staff member to implement the closure plan. After an employee termination date is established, the school will notify all employees of termination of employment and/or contracts, and notify benefit providers of pending termination of all employees.

Parents and legal guardians of students enrolled in the school will be notified of the closure plan within five days of the Board's adoption of said plan. An up-to-date student roster will be sent to the district and within 15 business days of the Board adopting a closure plan, the school will transfer student records to the district, notify parents and legal guardians of the transfer of such records, and send copies of each child's records to the child's parents or legal guardians. The school will maintain the privacy of records and information that may personally identify students. The school will also convene one or more meetings for all parents and legal guardians to provide information on the closure plan and the options for enrolling in other schools. School staff will also work with students and their families to identify appropriate schools with programs best suited to meet individual students' needs and to assist the students in enrolling in such schools. Every effort will be made to facilitate the students' transitions in a manner that minimizes the disruption to students and their families.

ReSolve Charter Schools
Admissions Policy

ReSolve Charter Schools is open to all students residing in New York City. There are no financial or academic requirements for admission and admission of students shall not be limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, ethnicity, race, creed, gender, national origin, religion, ancestry, gender, sexual orientation, or for any other basis that would be unlawful for a public school. In its first year of operation students in the 8th grade may apply for a seat in any of the ReSolve Schools' 9th grade classes. In subsequent years the schools will admit students into the 9th and 10th grade classes. Because of the competency-based model, ReSolve Schools will not enroll new students in the 11th or 12th grade.

Outreach: ReSolve Charter Schools will engage in extensive efforts to inform families throughout New York City, but especially in the communities of East Harlem (Manhattan), the South Bronx, Jamaica (Queens), Brownsville and East New York (Brooklyn). Working through its partnerships with the New York City Department of Education and Open Society Foundations, ReSolve will provide middle schools with information about the ReSolve model and the types of students it is designed to benefit. These efforts will be coordinated with the other Expanded Success Initiative (ESI) schools. Recruitment materials will be translated into multiple languages and clearly describe the schools' services and programs for students with disabilities and English language learners. Site Directors will build relationships with community organizations, local businesses and government agencies to disseminate information and applications.

Application: To apply to a ReSolve Charter School, it is only necessary that the school receive a completed application. Applications will require no more information than is necessary under NYSED guidelines. The school will adapt the uniform application form within the following allowable parameters: print the application form with the school's letterhead and/or logo; brand the application form by including the school's mission statement and explanatory information about the school, and request additional information. All data elements that may be required to be submitted by the applicant will be marked with asterisk and the form will include the following notation: "** The items marked with an asterisk (*) are the only items that may be required in order to apply to this charter school. Any items not marked by an (*) are optional."*

The following statement will also be included in the application form:

> ***Non-Discrimination Statement:*** *A charter school shall 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, gender, national origin, religion or ancestry. A school may 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. However, ReSolve Schools provides an academic program specifically designed to meet the needs of low-income students. These preferences have been approved by the school's authorizer and are permissible.

The application will request information about students' eligibility for free- and reduced-price lunch, but will not require that information.

Submission: Applications must be submitted by April 1st by families of students interested in attending the school. Applications must be hand delivered, mailed or e-mailed, and received no later than the admission period deadline listed on the form. The school will provide via e-mail and/or return postcard confirmation of applications received by the deadline.

Preferences: ReSolve Charter Schools will use the following preferences to enroll new students:

- Siblings of students already enrolled in the school will have an absolute preference.
- Siblings of students selected in the lottery process will have an absolute preference.
- Students residing within the district of location will receive an absolute preference, i.e., will be drawn before students living outside the district.
- Low-income students will receive a weighted preference; they will be entered twice (2x) in the lottery to increase their likelihood of being selected. Families that choose not to note their eligibility for this preference will not be weighted double in the lottery.

Enrollment Process: If the number of applicants exceeds the school's capacity, a random selection lottery process will be conducted on or about April 15, but no earlier than April 1. The lottery will be conducted by the Site Director and another adult who has no affiliation with the school. The process will be open to the public. The following will be noted for each child entered into the lottery:

- If there are siblings applying, each child's entry into the lottery will indicate that there is a sibling also applying.
- The place of residence will be noted so that preference can be given to students living in the district of location.
- The student's eligibility for free or reduced price lunch will be noted so that preference can be given for low-income students.

The lottery will follow these steps for each grade:

1. Siblings of students already enrolled in the school will be drawn.
2. Students who reside within the district of residence will be drawn.
3. Students who reside outside of the district of residence will be drawn.

Whenever a student in the lottery with sibling(s) in the lottery is drawn, that student's sibling(s) will be added next to the list.

Once the number of students equal to the number of available seats has been drawn, the remaining applicants will be drawn and placed on the waitlist in the order in which they are drawn. After all the names have been chosen, the parents will be notified by letter. For those students who are accepted, the letter will include a list of forms that need to be provided, specifically an original birth certificate, social security card, immunization records and proof of address, and an appointment time to meet with school administrator to turn over the forms. Parents/guardians will be expected to document residence at the time of registration following our lottery; acceptable documentation will include a lease and/or utility bill.

For children not selected, the letter will indicate their number on the wait list, and will describe the steps that will take place if a space becomes available. That wait list will be maintained for the entire year. If a student withdraws, the next applicant on the wait list in that grade will be called and offered the space. Student withdrawal will be permitted upon the written request of the parent or legal guardian and proof of enrollment in another school. Following the written request of the admitting school, student records will be transferred. If a student does not return in September, the school will telephone and send the family a certified letter to determine the child's status. When a space opens, the waiting list will then be activated to admit the next child on the same grade level. For applications received after the April 1 deadline, those students will be added to the waitlist in the order their application is submitted. The wait list will expire annually at the lottery drawing for the next school year.

After the first year, students returning to the school will be considered to be enrolled in each successive year through the completion of 12th grade. Each year, school personnel will meet with the families of all parents and guardians of currently enrolled students to discuss enrollment plans for the following school year. Parents or guardians must then submit to the school a letter of intent confirming their desire to enroll their child(ren) in the school for the following year.

Excerpt from Mayor Bloomberg’s State of the City Speech 2013

"Time and time again over the last decade, we have raised the bar and our students and teachers have cleared it and our black and Hispanic students have helped lead the way. Now, we'll accelerate their progress by selecting 12-15 leaders to design eight new high schools based on the most promising college readiness strategies. It will be a year-long fellowship sponsored by our Young Men's Initiative. And afterwards, the fellows will become leaders at the schools they designed.

"Fellows can come from any field from education experts to entrepreneurs and their new schools will enroll students primarily from five neighborhoods with high rates of poverty and low rates of college readiness: Harlem, East New York, Brownsville, Jamaica and the South Bronx.

"Children in every neighborhood deserve great schools, and no matter who stands in their way, we will fight to deliver for them. We will not give up on any child. One of the reasons we've been able to increase graduation and college readiness rates is that we've created many more high quality school options.

CCHS Meeting Tonight

From: Cohen Julian
Sent: Wednesday, March 13, 2013 1:48 PM
To: Watts Karen
Cc: 'Eddie Fergus'; Duval John; Conyers Donald
Subject: CCHS meeting tonight

Karen,

I hope all is well. Donald suggested I reach out to you about the agenda for tonight's CCHS meeting at Tweed.

Copied here is Dr. Eddie Fergus, who is the lead applicant for ReSolve Charter Schools. As you may have read in the press last week, the ReSolve board has been in discussion with the Expanded Success Initiative working group about the development of a new high school model serving Black and Latino young men. Dr. Fergus contacted me to find out how he might get on the agenda for tonight to make an announcement about the schools being proposed.

Apologies for the short notice but in light of the recent press interest, he is hoping this is possible. I'll let you and Eddie take it from here.

Thanks
Julian

Julian Cohen
Deputy Executive Director, Office of Postsecondary Readiness
NYC Department of Education
212-374-2371

Expanded Success Initiative: New High School Design Principles

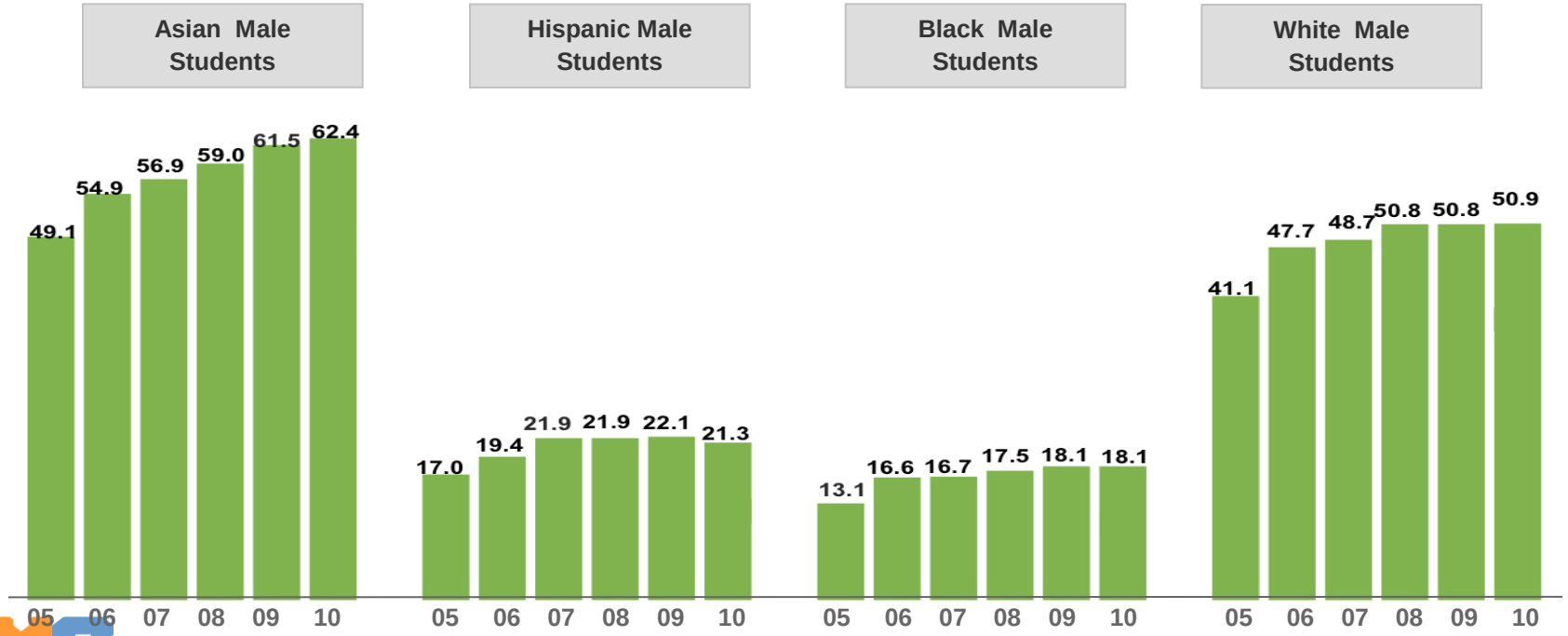
Young Men's Initiative Advisory Board
June 2012

Department of Education
Dennis M. Walcott, Chancellor

ESI Expanded Success Initiative

CURRENT SITUATION FOR BLACK AND LATINO YOUNG MEN

Percent of Male Graduates Achieving the English/Math Regents-Based Aspirational Performance Measure



NY State Education Department Percent of 4-Year Cohort achieving English/Math APM

Department of Education
Dennis M. Walcott, Chancellor

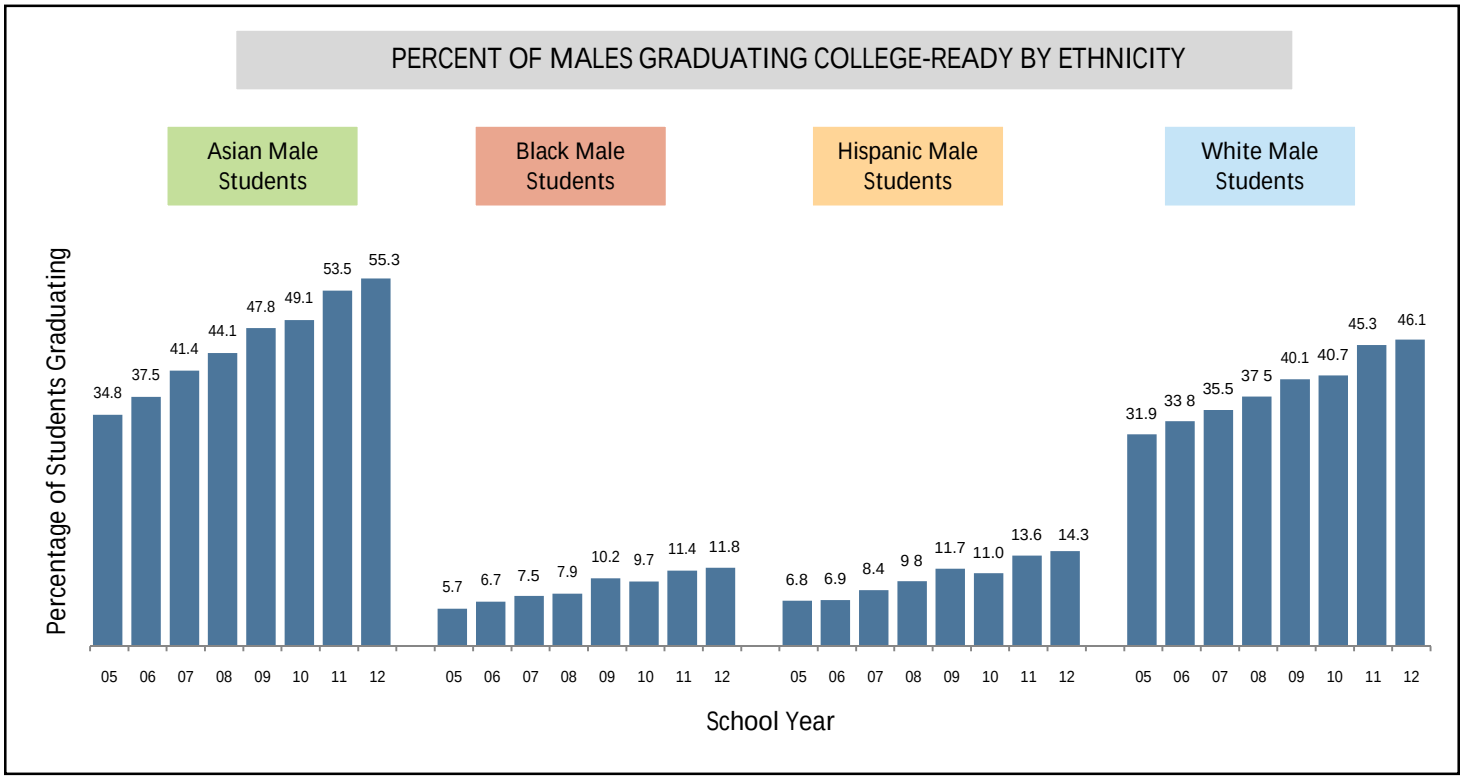
ESI Expanded Success Initiative

EXPANDED SUCCESS INITIATIVE (ESI) SCHOOL DESIGN FELLOWSHIP

The Expanded Success Initiative (ESI) School Design Fellowship is a new fellowship for school leaders to design and launch a breakthrough high school model whose outcomes will be measured by college and career success for Black and Latino young men and women. The model will redesign the high school experience to achieve these results, and in so doing, surface policy constraints that stand in the way of scalable success. The model will result in the launch of eight new high schools, proposed to open in fall 2014, that will pilot the new design as both district and charter variations. ESI is an educational component of the Office of the Mayor's Young Men's Initiative (YMI).

OUR CHALLENGE

Since 2005, the reforms of the New York City Department of Education (NYCDOE) have led to increased academic success across all grades. Graduation rates for Black and Latino young men have increased by more than 72% since 2005; and yet a racial achievement gap still remains[1]. Even more disconcerting is that college readiness rates are at an unacceptable ratio of 1 in 10 Black and Latino young men who are graduating college and career ready[2].



[1] Graduation rates are based on NYSED cohort. August graduates included 2009-2011. 2012 graduation rates are not currently available. College Readiness Rates are based on the Progress Report cohort.

[2] College Readiness Index is defined as the percentage of students in the Class of 2011 (all students who entered high school four years earlier) who met the standards for passing out of remedial coursework at the City University of New York (CUNY): graduated by August with a Regents diploma, and earned a 75 or higher on the English Regents or scored 480 or higher on the Critical Reading SAT, and earned an 80 or higher on one Math Regents and completed coursework in Algebra II / Trigonometry or higher level, or scored 480 or higher on the Math SAT.

A Breakthrough School Model

The goal of the ESI school model is to move the bar to a 100% college readiness and persistence rate in 2-or 4-year colleges and/or through career apprenticeships. The principles that guide ESI's research and design process acknowledge the structural successes of small schools and transfer schools,[3] while noting that there is no model – locally or nationally – that integrates academic practices, youth development and a college-and-career oriented school culture, *and* has demonstrated postsecondary outcomes.

Elements of the ESI School Model	
▪ A mastery framework of standards, curriculum and instruction that is aligned to the academic rigor of the common core, filtered though a culturally responsive lens.	▪ A scope and sequence of assessments aligned to the mastery framework and state standards, including performance based assessments; these include access for students with disabilities (SWD) and English Language Learners (ELLs).
▪ A digital pathway in which each student can access the resources and assessments in order to personalize their learning.	▪ A data management system aligned to the mastery framework that enables adults to flexibly personalize curriculum and instruction.
▪ A sequence of workplace learning experiences that align to the mastery framework, implemented through an apprenticeship infrastructure with industry and community partners.	▪ A sequence of early college experiences that align to the mastery framework, implemented through college access programs that include family engagement and financial planning.
▪ A teaching and instructional delivery model that supports the mastery framework and college/career experiences by redefining adult roles in ways that are responsive to personalized student learning.	▪ A flexible staffing strategy that includes redefining leadership roles, and that generates a pipeline of culturally competent human capital, including adults with ELL and SWD expertise.
▪ Rites of passage experiences, guidance and youth development supports that define school culture around college and career readiness benchmarks.	▪ An operating system for nimble start-up that can sustain and support the management of the model with fidelity, within and across schools.

The new breakthrough school model will incorporate advances in neuroscience with mastery frameworks aligned to the Common Core learning standards, and integrate the emerging knowledge base on persistence drivers in higher education with innovations in career and technical education. Our building blocks will be rooted in differentiation and acceleration as surfaced in the "next generation learning" practices[4], and redesigning the student experience to allow for greater personalization. In setting up this research and design process, the model will invoke a paradigm shift that reframes the achievement of Black and Latino young men and women, as measured by college and career success[5]. The schools will open and operate collectively to achieve economies of scale. They will enroll students primarily from five of the city's highest-poverty neighborhoods.

School Design Fellowship

The ESI School Design Fellowship brings together a diverse cadre of potential school leaders from which the principals of the new schools will be drawn. Fellows may come from the fields of youth and community work, or entrepreneurship and management, or educational reform or experience in another relevant field. While not all fellows are expected to have experience in school settings, all will bring a passion and commitment to educating Black and Latino young men and women. These 12-15 individuals will be immersed in learning, collaborative design, and school implementation support over a 14-month period as they build out the elements that define the model. Fellows will be employed via the Fund for Public Schools for the duration of the fellowship, although arrangements will be made for current NYCDOE employees to continue service. At the conclusion of the fellowship it is expected that each fellow will assume a position of leadership in one of the eight new schools.

[3] Bloom, H. et al. *Transforming the High School Experience*, MDRC, June 2010. http://www.mdrc.org/transforming-high-school-experience

[4] *Next Generation Learning: Defining the Opportunity*, Carnegie Corporation of NY, Stupski Foundation, The Parthenon Group, Spring 2011.

[5] Harper, S. R. (2012). *Black male student success in higher education: A report from the national Black male college achievement study.* Philadelphia: University of Pennsylvania, Center for the Study of Race and Equity in Education.

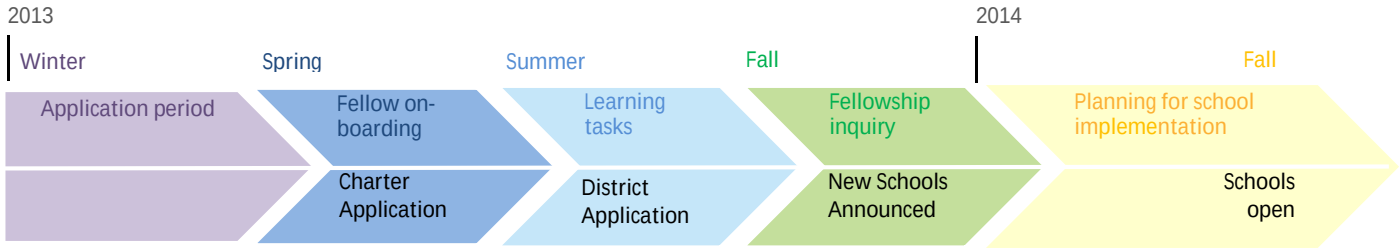
Most significantly, the fellows will set a tone of continuous experimentation and improvement during the design and implementation of a breakthrough school model.

The cohort of school design fellows will collaboratively build out the school model. Fellows will draw on – and add to - the expertise of each individual, and be responsible for the implementation of the whole school model. Each of the ten elements of the model will be broken into tasks, led by one or more of the fellows, who will be matched based on their expertise in the area. Fellows will have access to a range of resources as they develop the implementation plan for this element of school design. These resources will include access to a national network of school designers, partnerships with relevant organizations, and the ability to develop new products, materials and frameworks that can be implemented across all the new schools. Fellows will use a rapid prototyping structure as they share discrete aspects of their work, interlocking each of the core elements. Fellows will work independently and asynchronously on some aspects of their tasks, and there will also be transparent and regular inputs from the other fellows. In this way, the movement from prototyping to integration to implementation will yield a single model that can benefit from economies of scale across eight instances; the only subtle variations being local contexts rather than any core operating principles.

THE FELLOWSHIP

- The term of the fellowship will run for 14 months of continuous learning and professional development, beginning late spring/early summer of 2013.
- The expectation is that fellows become school leaders in one of eight new schools, proposed to open in September 2014.
- It is anticipated that the new schools will open as both district and charter public schools. Fellows may opt to provide leadership in either model.
- Fellows are offered a competitive salary, health benefits and generous professional development opportunities throughout the duration of the fellowship. Salaries are determined by current earnings and salary history. Starting salaries for NYC principals are based on established collective bargaining agreements.
- Fellows will be employed via the Fund for Public Schools for the duration of the fellowship, although current employees of the NYCDOE may continue service within the system.
- Upon completion of the fellowship, it is expected that each fellow transition into a position of leadership in one of the eight new schools proposed to open in September 2014. Fellows will then be employed by the school.

TIMELINE



ESI School Design Fellows

ESI School Design Fellows are individuals who are at the top of their game and who bring diverse expertise to lead the school model design work. Fellows will join a group of individuals with diverse skill sets. Not all fellows will bring experience in schools or educational settings; all will bring a passion and commitment to educating Black and Latino young men and women toward college and career success.

Fellows are being recruited from ANY of the following fields:

Youth and Community Work:

- Experience working with male youth and their families
- Experience working with immigrant and/or English language learner youth and families
- Experience working with youth from high-poverty urban neighborhoods. For fellows with experience in New York City, individuals with direct experience working with youth and families in Harlem, East New York, Brownsville, Jamaica and the South Bronx are encouraged to apply.

Entrepreneurship and Management:

- Experience working in organizational management and/or start-up enterprises, not necessarily education
- Experience working in talent development and adult learning
- Experience in research and development, rapid prototyping and use of data analytics
- Experience with educational technology at an enterprise, development or end-user level

Educational Reform:

- Experience implementing school change from the position of principal, teacher or external school support provider
- Experience in cognitive science
- Experience working in small schools, charters, or blended teaching environments
- Experience with college access initiatives, career development or Career and Technical Education

The X-Factor:

- The above list is not exhaustive. Fellows can be drawn from any field whose experience and expertise will lend itself to creating a breakthrough new school model that educates Black and Latino young men and women towards college and career access and success.

Application and Eligibility

The ESI School Design Fellowship is a competitive selection process. Successful applicants progress through several stages.

Rolling applications will be accepted between January 15 – March 31, 2013 or until all positions are filled. On-boarding can begin as soon as selected fellows are available, potentially by April 1, 2013. All fellows are expected to be on-boarded full-time by July 1, 2013

Eligibility

Required:

- Applicants must make a full-time commitment to the fellowship, starting no later than July 1, 2013.
- All fellows must be committed to accepting a position of leadership in a new school, which launches in September 2014. All fellows are expected to work in some capacity in the schools they design and develop.
- Applicants must be eligible to work in NYC public schools, receiving appropriate security clearance and fingerprinting checks.

Preferred:

- Applicants should possess a Masters degree in an appropriate field, or equivalent higher education.
- Candidates who meet the requirements and are eligible to be in the New York City principal candidate pool are encouraged to apply.
- Fellows who do not possess eligibility for the NYC principal candidate pool, or do not have three years of teaching experience, should NOT be discouraged from applying. You are eligible to apply if you bring outstanding experience and demonstrate the capacity and commitment to school redesign in ways that shift the paradigm for Black and Latino young men and women.

ESI Expanded Success Initiative

ESI YOUTH SUMMIT

The Youth Summit will bring together approximately 500 young men from across the 40 ESI schools to provide an opportunity to discuss topics that face their respective communities in a safe, well-constructed environment. The Summit will focus broadly on the themes of college readiness, access, and success and will feature student-led as well as an adult facilitated workshops. The Youth Summit is open to all ESI ninth grade students and upper classmen have been selected through their respective schools to handle the tasks of running the workshops. Preparation and lead up to the summit takes place via a private online social networking tool that ESI has developed for students across the schools.

EVENT DETAILS
Theme: Which Path Will You Take?
Date: June 7, 2013
Location: Columbia University
Event Organizer: Hip Hop 4 Life in partnership with ESI.
Performing Arts Technology High School (PATHS) Principal Reginald Richardson is leading the work on behalf of ESI schools.
Social Networking Site: ESI will launch a secure social networking site in the spring to begin a student-to-student college readiness dialogue across schools. The sites will give full access to the students to generate content, for example new articles, pictures, videos, etc that articulate issues that are occurring in their schools or communities. The site will be monitored by the ESI team and teachers from selected schools.

YOUTH SUMMIT GOALS

- Challenge young men to use their voice to redefine the narrative of young men.
- Educate young men on college readiness and access, and foster college aspirations.
- Execute student-facilitated workshops on the topics of:
  - Gender Identity: Examining the true meaning of manhood
  - Economic Power and Financial Literacy: Establishing a strong economic foundation for themselves, their families and their community through financial literacy
  - Political Power: Using mentoring, service and activism as tools for community uplift and individual empowerment.
  - Culture (Hip Hop/Youth): Defining men of color through culture
  - Relationship between Law Enforcement and Young Men of Color: Developing and empowering relationships with law enforcement.
  - College Readiness: Embracing an intellectual life and preparing for the world of college and beyond.
  - School Design: Ideas for school models that serve Black and Latino young men

By the end of the conference participants will:

- Be able to understand and articulate the key idea of the workshops in which they have participated.
- Contribute to the development of key ideas around the 6 workshops topics. These ideas will ultimately be compiled into a single document to be presented to the chancellor, Mayor or other officials as a roadmap to be used in their efforts to support the success of Black and Latino males.
- Know that they are not alone in wanting to be excellent. They will leave understanding that they are part of a larger brotherhood of like-minded young men.
- Know that they are the leaders, thinkers, loving and empathetic sons, brothers and citizen's who are infinitely powerful and who possess the ability to create any tomorrow that they can dream.

City Takes a Role in Planning Four New Charters

March 5, 2013, 4:46 p.m.
By **BETH FERTIG**

Department of Education officials have been involved in designing and planning four new charter schools as part of Mayor Michael Bloomberg's Expanded Success Initiative, which aims to help improve graduation rates and employment opportunities for low-income black and Latino males. The four charters, which will be called ReSolve, have applied to the New York State Education Department to open in 2014 in East Harlem, the South Bronx, Jamaica, Queens, and Brooklyn's Brownsville and East New York neighborhoods. If approved next winter, they would be the first charters to open with so much help from the Department of Education.

"They've never really incubated a charter," said James Merriman, C.E.O. of the New York City Charter Center. "I give the mayor a lot of credit for trying something new."

The schools are part of Bloomberg's Young Men's Initiative, which is supported by George Soros's Open Society Foundations and Bloomberg Philanthropies. However, the mayor said, funding for the schools will come entirely from the Open Society Foundations and not his own charity. "Bloomberg Philanthropies had nothing to do with it," said the mayor, during a press conference in Lower Manhattan.

The mayor addressed the topic following a New York Post article that suggested he was personally funding the charter schools.
The educational arm of the Young Men's Initiative, called the Expanded Success Initiative, is what's funded by the Open Societies Foundation.

"It's accurate to say that the city and mayor put together a special program, which includes opportunities to open new schools," said mayoral spokeswoman Lauren Passalacqua. "Four of those are charter schools and those applications have been submitted to the state."

The mayor first announced his plans for the charters during his State of the City speech in January. He said a fellowship through the Expanded Success Initiative would recruit and train 15-18 individuals to design models for eight new schools, half of which would be charters. This program won a grant of $2.5 million from Open Society, which will spend another $1.5 million on activities including staff development for all eight schools once the models have been selected.

A state education department spokesman said the Open Society Foundations currently gives financial support to one charter school run by the Harlem Children's Zone.

Despite the high-profile support from Bloomberg, and the assistance of several D.O.E. officials on the ReSolve charter school planning documents, Schools Chancellor Dennis Walcott said it was not unusual for the city to help outside partners develop new schools.

“We worked in developing schools all the time” he said, pointing toPathways in Technology Early College High School, or P-Tech), plus the Harbor School and the new Academy for Software Engineeringnear Union Square.

The lead applicant on paperwork submitted to the state was Dr. Edward Fergus-Arcia, Deputy Director of the Metropolitan Center for Urban Education at New York University. The proposal said the charters would offer “workplace learning opportunities” through apprenticeships and offer early college experiences that include “family engagement and financial planning.” The schools would have a goal of making sure all graduates finished at least two years of college or career apprenticeships.

All four of the ReSolve charters would be run by the same board. The proposed trustees included Melanie Hartzog, the former family services coordinator for the city’s deputy mayor of health and human services.

Pedro Noguera, an education professor at N.Y.U. who has criticized some of Bloomberg’s education reforms, said he supports the project. “I think that charters offer an excellent vehicle for serving populations that have not been traditionally well served by public schools,” he said by email. “The flexibility in hiring will be especially helpful. I know that Dr. Fergus is also thinking of forming alliances with neighborhood-based CBOs to support these new schools.”

ESI Expanded Success Initiative

New School Model: Discussion with Superintendents

March 21, 2013

"The complexity of this issue calls for us to work in ways that are new."

Geoffrey Canada, Innovation and Impact Forum for Black Male Achievement
Open Society Foundations, October 3, 2012

NYC | YOUNG MEN'S INITIATIVE | NYC Department of Education

Our Research Base

We have successful models that we can build on

Proven DOE Experience

- Small schools of choice have shown real gains on high school graduation for Black and Latino young men, at 10% and 8% respectively, highlighted by models such as the Eagle Academy, El Puente, the Internationals Network, Urban Assembly etc. 1
- Transfer schools, such as those designed by Good Shepherd Services and Diploma Plus, provide proof points of success for Black and Latino young men:
  - extended time
  - competency frameworks
  - strategic community partnerships
  - on site wrap-around services

Emerging Research

- An anti-deficit framework provides guideposts of success for Black and Latino males:
  - an immersive college going culture
  - the primacy of adult mentors
  - culturally relevant education
  - the importance of non-cognitive factors. 2
- Next generation learning models are transforming the education landscape. These are based on:
  - frequent diagnosis and assessment of learning progress
  - modularized content
  - the unbundling of resources
  - a variety of instructional delivery methods. 3

Expanded Success

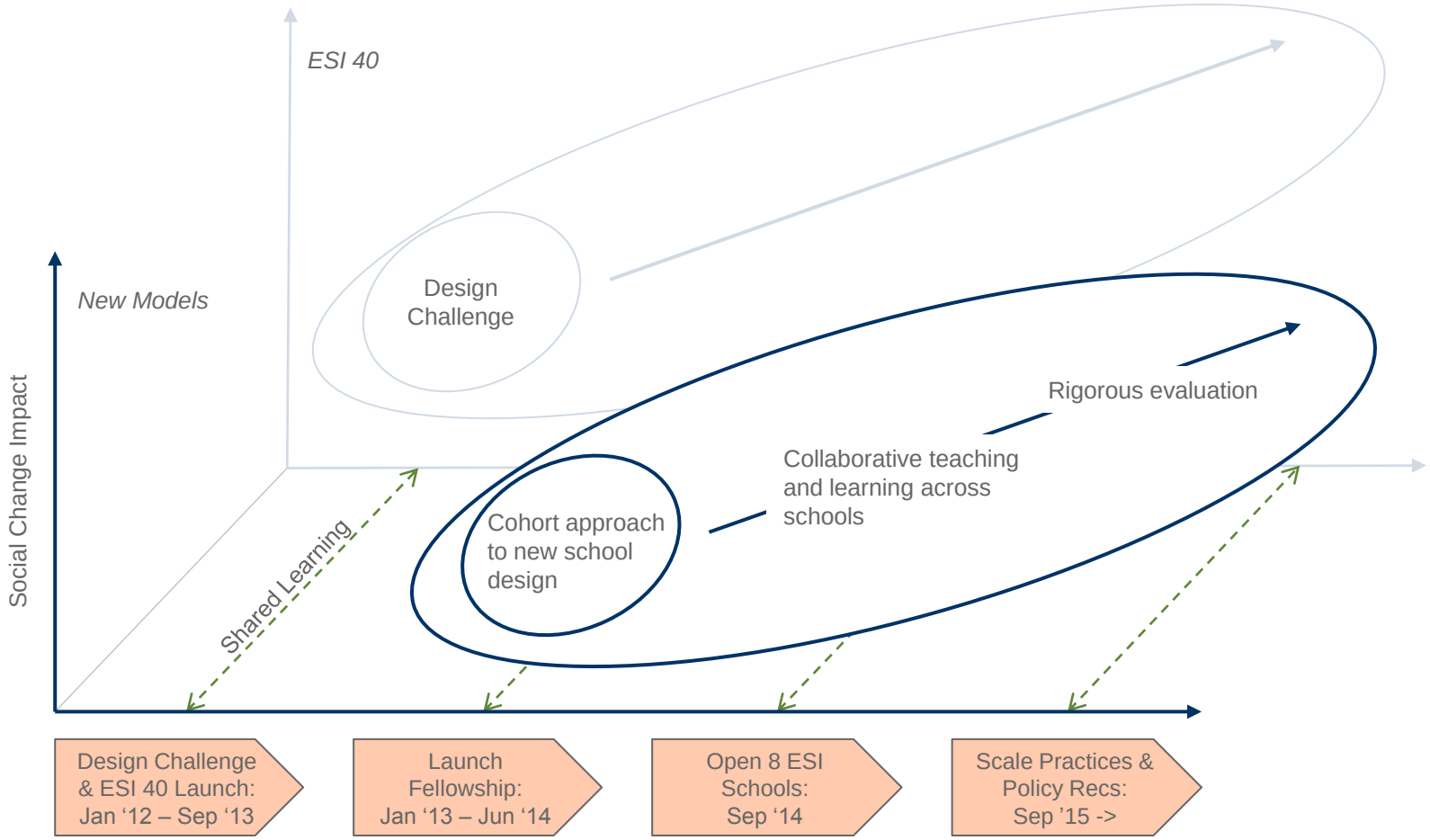
- Build on small school structures to develop a more **personalized approach to academics**, using technology to underpin learning.
- Build on strong community partnerships to provide **multiple youth development supports** with an immersive focus on college and career readiness.
- Build on small **school culture** with more intentional connections to **real world learning** and linking learning to industry and the workplace.

1. **Transforming the High School Experience, MDRC**, www.mdrc.org/publications/560/overview.html
2. **Black Male Student Success in Higher Education, Center for Race and Equity,** www.gse.upenn.edu/equity
3. **Next Generation Learning: Defining the Opportunity, Carnegie Corporation,** www.carnegie.org

ESI

ESI as R&D

ESI's parallel research strands are designed to better prepare Black and Latino young men for college and careers



Attachment 3a — ReSolve Sample Schedules

Sample Student Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast 8:30-9:00	Breakfast 8:30-9:00	Breakfast 8:30-9:00	Breakfast 8:30-9:00	Breakfast 8:30-9:00
Math Tutorial 9:00-10:00	Reading Tutorial 9:00-10:00	School Meeting 9:00-10:00	Math Tutorial 9:00-10:00	Reading Tutorial 9:00-10:00
Love in the Time of Cholera Seminar 10:00-11:30	Writing Tutorial 9:00-10:00 Independent Study 10:00-10:30	Love in the Time of Cholera Seminar 10:00-11:30	Writing Tutorial 9:00-10:00 Independent Study 10:00-10:30	Love in the Time of Cholera Seminar 10:00-11:30
Advisory 11:30-12:30	Advisory 11:30-12:30	Advisory 11:30-12:30	Advisory 11:30-12:30	Advisory 11:30-12:30
Lunch 12:30-1:00	Lunch 12:30-1:00	Lunch 12:30-1:00	Lunch 12:30-1:00	Lunch 12:30-1:00
Genetics Seminar 1:00-2:30	Genetics Seminar 1:00-2:30	Genetics Seminar 1:00-2:30	Genetics Seminar 1:00-2:30	Genetics Seminar 1:00-2:30
Battle of Gettysburg Seminar 2:30-4:00	Science Tutorial 2:30-3:00 Art Seminar 3:00-4:00	Battle of Gettysburg Seminar 2:30-4:00	Technology Tutorial 2:30-3:00 Art Seminar 3:00-4:00	Battle of Gettysburg Seminar 2:30-4:00

Attachment 3a — ReSolve Sample Schedules

Sample Teacher Schedule (Split Between Two Schools)

Monday	Tuesday	Wednesday	Thursday	Friday
Office Hours 8:30-9:00	Prep 8:30-9:00	Office Hours 8:30-9:00	Prep 8:30-9:00	Office Hours 8:30-9:00
Prep 9:00-10:00	Civil War Biographies Group A 9:00-10:30	Prep 9:00-10:00	Civil War Biographies Group A 9:00-10:30	Prep 9:00-10:00
Love in the Time of Cholera Seminar 10:00-11:30	Civil War Biographies Group B 10:30-12:00	Love in the Time of Cholera Seminar 10:00-11:30	Civil War Biographies Group B 10:30-12:00	Love in the Time of Cholera Seminar 10:00-11:30
Lunch 11:30-12:00		Lunch 11:30-12:00		Lunch 11:30-12:00
Travel to Other School	Travel to Other School	Travel to Other School	Travel to Other School	Travel to Other School
Love in the Time of Cholera Seminar 1:00-2:00	Lunch 1:00-1:30	Love in the Time of Cholera Seminar 1:00-2:00	Lunch 1:00-1:30	Love in the Time of Cholera Seminar 1:00-2:00
	Love in the Time of Cholera Seminar 1:30-2:30		Love in the Time of Cholera Seminar 1:30-2:30	
Civil War Biographies 2:00-3:00		Civil War Biographies 2:00-3:00		Civil War Biographies 2:00-3:00
	Civil War Biographies 2:30-3:30		Civil War Biographies 2:30-3:30	
Office Hours 3:00-3:30		Office Hours 3:00-3:30		Office Hours 3:00-3:30
English Dept. Meeting 3:30-4:00	Mentoring 3:30-4:00	Meeting with Coach 3:30-4:00	Mentoring 3:30-4:00	Co-Planning with Student Support 3:30-4:00

Attachment 3a — ReSolve Sample Schedules

Sample Youth Advocate Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Office Hours 8:30-9:00	Office Hours 8:30-9:00	Office Hours 8:30-9:00	Office Hours 8:30-9:00	Office Hours 8:30-9:00
1 - 1 Student Meeting 8:30-9:30	1 - 1 Student Meeting 8:30-9:30	School Meeting 9:00-10:00	1 - 1 Student Meeting 8:30-9:30	1 - 1 Student Meeting 8:30-9:30
1 - 1 Student Meeting 9:30-10:00	1 - 1 Student Meeting 9:30-10:00		1 - 1 Student Meeting 9:30-10:00	1 - 1 Student Meeting 9:30-10:00
Case Management Phone/Meetings 10:00-11:30	Case Management Phone/Meetings 10:00-11:30	Case Management Phone/Meetings 10:00-11:30	Case Management Phone/Meetings 10:00-11:30	Case Management Phone/Meetings 10:00-11:30
Advisory Class 11:30-12:30	Advisory Class 11:30-12:30	Advisory Class 11:30-12:30	Advisory Class 11:30-12:30	Advisory Class 11:30-12:30
Lunch 12:30-1:00	Lunch 12:30-1:00	Lunch 12:30-1:00	Lunch 12:30-1:00	Lunch 12:30-1:00
1 - 1 Student Meeting 1:00-1:30	1 - 1 Student Meeting 1:00-1:30	1 - 1 Student Meeting 1:00-1:30	1 - 1 Student Meeting 1:00-1:30	1 - 1 Student Meeting 1:00-1:30
Advisory Class 1:30-2:30	Advisory Class 1:30-2:30	Advisory Class 1:30-2:30	Advisory Class 1:30-2:30	Advisory Class 1:30-2:30
Case Management Phone/Meetings 2:30-3:30	Case Management Phone/Meetings 2:30-3:30	Case Management Phone/Meetings 2:30-3:30	Case Management Phone/Meetings 2:30-3:30	Case Management Phone/Meetings 2:30-3:30
Office Hours 3:30-4:00	Office Hours 3:30-4:00	Office Hours 3:30-4:00	Office Hours 3:30-4:00	Office Hours 3:30-4:00

Attachment 3b — ReSolve 2014-15 Calendar

August					September					October				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
4	5	6	7	8	8	9	10	11	12	6	7	8	9	10
11	12	13	14	15	15	16	17	18	19	13	14	15	16	17
18	19	20	21	22	22	23	24	25	26	20	21	22	23	24
25	26	27	28	29	29	30				27	28	29	30	31
11-29: Summer Staff Institute					1: Labor Day 4: First Day of School 25-26: Rosh Hashana					13: Columbus Day				

November					December					January				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
3	4	5	6	7	1	2	3	4	5				1	2
10	11	12	13	14	8	9	10	11	12	5	6	7	8	9
17	18	19	20	21	15	16	17	18	19	12	13	14	15	16
24	25	26	27	28	22	23	24	25	26	19	20	21	22	23
					29	30	31			26	27	28	29	30
4: Election Day 11: Veterans Day 27-28: Thanksgiving					24-31: Winter Break					1-2: Winter Break (continued) 19: MLK Day				

February					March					April				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
2	3	4	5	6	2	3	4	5	6			1	2	3
9	10	11	12	13	9	10	11	12	13	6	7	8	9	10
16	17	18	19	20	16	17	18	19	20	13	14	15	16	17
23	24	25	26	27	23	24	25	26	27	20	21	22	23	24
					30	31				27	28	29	30	
16: President's Day 17-20: Mid-Winter Recess										6-14: Spring Recess				

May					June					July				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
				1	1	2	3	4	5			1	2	3
4	5	6	7	8	8	9	10	11	12	6	7	8	9	10
11	12	13	14	15	15	16	17	18	19	13	14	15	16	17
18	19	20	21	22	22	23	24	25	26	20	21	22	23	24
25	26	27	28	29	29	30				27	28	29	30	31
25: Memorial Day					24: Last Day of School: Students 26: Last Day of School: Teachers									

First Day of School for Teachers: Aug. 11
First Day of School for Students: Sept. 4, 2014
Last Day of School for Students: June 24, 2015
Last Day of School for Teachers: July 26
Days of Instruction: 182

ReSolve Charter Schools
Code of Conduct

Mission Statement:

> The mission of ReSolve Schools is to create greater opportunities for Black and Latino young men and women by providing educational experiences that prepare them to complete at least two years of college or two years of success in a job apprenticeship program.

Introduction: The creation of a safe, secure and supportive learning environment is critical to the mission of ReSolve Schools. To that end, this Code of Conduct is designed to explain the ReSolve approach to building a culture that respects each community member's right to learn and work and the consequences of breaching our community's trust. This code of conduct is designed to accomplish three things:

- **Accountability**: By joining ReSolve Schools every student and staff member becomes responsible for the health of the community. This is best accomplished when everyone holds themselves accountable for their own behavior and takes accountability when their behavior negatively affects others or their own success.
- **Community Safety:** Teaching and learning requires a safe environment where every community member feels free to share his or her ideas in a productive and non-threatening manner. Everyone should feel physically and emotionally safe in a ReSolve school. Focusing on the creation of strong relationships will enhance community safety for all.
- **Competency Development:** The ReSolve Schools program is competency-based. Not only are students expected to strive to attain Academic Knowledge and Skills, but in order to graduate college and career ready, they must also develop and demonstrate competency in Academic and Personal Behaviors and College and Career Readiness. These competencies include learning to live productively in a community, resolving problems in a non-violent and non-threatening manner, and seeking useful assistance when necessary.

Philosophy: The ReSolve framework for culture and discipline is influenced by *Standards and Promising Practices for Schools Educating Boys of Color* developed by the Coalition of Schools Educating Boys of Color (COSEBOC) in partnership with N.Y.U.'s Metropolitan Center for Urban Education. Harsh policies and procedures have unintended consequences and evidence indicates that zero-tolerance policies in actuality contribute to student failure. Therefore, ReSolve Schools instead relies on the combination of Positive Behaviors Intervention and Support (PBIS) and Restorative Justice (RJ) approaches whereby positive behavior is taught and supported and inappropriate

behavior is dealt with inside the school in a more developmentally appropriate manner that does not undermine academic achievement. This focus is applied at the primary (school-wide), secondary (group) and tertiary (individual) levels. All ReSolve staff are trained in culturally responsive education to understand the context in which their students live and learn to ensure a healthy balance between structure and support.

The use of competencies provides ReSolve with the resource to articulate the behaviors necessary for college and career readiness, teach them explicitly, acknowledge them when exhibited, suggest strategies for achieving them, and finally assess them. As primary prevention ReSolve uses frequent praise, rites of passage, community building and other rituals to reinforce these competencies. Analysis of data also allows staff to evaluate the efficacy of their practices and procedures and improve the school culture for all.

Based on the model of functional behavior assessment, ReSolve staff members seek to understand the purpose of misbehavior in order to respond in constructive ways that both protect the learning environment and allow students to correct their behaviors. Consequences will never be merely a response to conflict and will never be used simply to make a staff member's job easier or get a student or parent's attention. The goal is to make problem behavior less effective, efficient and relevant, and desired behavior more functional.

Restorative justice views misconduct as a violation against people and damaging to relationships that affect both individuals and the larger school community. It focuses on problem-solving through the expression of feelings and strategies to address problems in the future. In this model accountability is defined as understanding the impact of actions, taking responsibility for choices, and suggesting ways to repair harm to others and the community. Restorative justice practices at ReSolve Schools include:

- Developing trusting and caring relationships between adults and students.
- Fostering skills to resolve conflict, such as listening, empathy, critical thinking, and self-control.
- Determining what has happened and why by asking questions and listening to the answers.
- Maximizing student involvement in deciding how to resolve problems.
- Resolving problems with open-ended questions, exploring different responses, reflecting on motives, and allowing for disagreement.
- Assisting students in considering ways to make amends for misbehavior, such as replacing, repairing, cleaning, or apologizing.
- Following up to determine whether the problem was solved and or more work needs to be done.
- Encouraging reflection.
- Allowing flexibility for different students, needs, and situations.
- Minimizing the punitive impact when control is necessary to repair the relationship and address underlying issues.

Attachment 4 — Student Discipline Policy

Expectations for Adults: ReSolve expects all stakeholders to commit to each other and the mission of the school.

Parents/Guardians/Persons in Parental Relationship are expected to:

1. Recognize that the education of their children is a joint responsibility of the parents and the school community.
2. Set an example of respecting the worth of other persons.
3. Send their children to school, on time, ready to participate and learn.
4. Ensure absences are excused for legal reasons only.
5. Insist their children be dressed and groomed in a manner consistent with the student dress code.
6. Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
7. Know and support school rules and help their children understand them.
8. Cooperating with school officials when discipline is necessary.
9. Build good relationships with teachers, other parents and their children's friends.
10. Help their children deal effectively with peer pressure.
11. Inform school officials of changes in the home situation that may affect student conduct or performance.
12. Provide a place for study and ensure homework assignments are completed.
13. Provide their current address and telephone number to the school and alternate/emergency contacts.
14. Attend conferences and meetings when requested.
15. Comply with all communication processes: e.g. notes, forms, consents, emergency cards, etc.
16. Use school computers, fax equipment, or other electronic devices, including personal electronic devices, appropriately.

Youth Advocates are expected to:

1. Assist students in coping with peer pressure and emerging personal, social and emotional problems.
2. Initiate conferences with students, families, counselors and others as necessary, as a way to resolve problems.
3. Regularly review with students their educational progress and career plans.
4. Provide information to assist students with further educational goals and/or career planning.
5. Encourage students to benefit from the curriculum and extracurricular programs.
6. Use school computers, fax equipment, or other electronic devices including personal electronic devices, appropriately.
7. Know school policies and rules, and enforce them in a fair and consistent manner.
8. Help their students understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.

9. Resort to discipline only when all other avenues of behavior modification have been explored and a multidisciplinary team has assessed the context of the situation.
10. Build good relationships with teachers, parents/guardians and their students.
11. Help their students deal effectively with peer pressure.
12. Schedule a conference when information has been received regarding changes in the home situation of a student that may affect student conduct or performance

Teachers are expected to:

1. Maintain a climate of mutual respect and dignity, which will strengthen students' self-concept and promote confidence to learn.
2. Be prepared to teach.
3. Demonstrate interest in teaching and concern for student achievement.
4. Know school policies and rules, and enforce them in a fair and consistent manner.
5. Establish positive classroom procedures and practices to support effective teaching and maximize student learning.
6. Communicate to students and parents: Course objectives, requirements and state standards; Assessments and marking/grading procedures; Assignment deadlines d. Expectations for students; and Classroom discipline plans
7. Communicate regularly with students, parents and other teachers concerning growth and achievement.
8. Use school computers, fax equipment, or other electronic devices including personal electronic devices, appropriately.
9. Help their students understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
10. Resort to discipline only when all other avenues of behavior modification have been explored and a multidisciplinary team has assessed the context of the situation.
11. Build good relationships with teachers, parents/guardians and their students. .
12. Help their students deal effectively with peer pressure.
13. Schedule a conference when information has been received regarding changes in the home situation of a student that may affect student conduct or performance.

Expectations for Students: While ReSolve is committed to being an environment where each student's freedom is respected and valued, there are certain non-negotiable rules that all students are expected to abide by without exception. These include:

- **Dress code:** In order to demonstrate that they are college and career ready, students will be expected to dress professionally and in a way that does not serve as a distraction to the educational process.

- **Physical Contact:** Fighting, play fighting and other inappropriate physical contact or threat of physical contact or harm is not allowed and will not be tolerated. Students must learn to find better ways to solve disputes other than inappropriate physical means.
- **School Property:** All members of the school community must respect the space in which they learn and the personal property of others. Stealing, graffiti, defacing, or breaking the property of the school is strictly prohibited.
- **Bullying:** All members of the community must feel safe, and bullying of any kind is strictly prohibited.
- **Gang Activity:** Students have important identities outside of the school, but within the building their primary focus must be learning. Collaboration and cooperation is essential to that effort, thus gang activity violates that norm and is strictly prohibited.

Consequences: At ReSolve Schools the purpose of discipline is to maintain a safe environment for learning to take place. Students will be offered a range of options for addressing misbehavior.

- **Self-Fixes:** Students will be taught strategies, such as de-escalation and calming techniques, for reflecting on behavior and given the opportunity to adjust it themselves.
- **Counseling:** Each student is assigned a Youth Advocate who is their primary adult to turn to in times of need. If students are unable to self-fix minor behaviors that prevent them or others from learning or disrupt the peace of the school community, they will be afforded the opportunity to see their Youth Advocate, who will work with them to identify the pertinent issues, develop an action plan, and return to class as soon as possible. Youth Advocates will facilitate communication between students and teachers, serve as liaisons to external service providers, and coordinate a range of supports to enable students to return to full participation in learning.
- **Reparations:** Students will always be given the opportunity to address the harm they have caused, even if appears only to affect themselves. Part of being a responsible member of a community is understanding that harming oneself harms the group. The nature of reparations will be at the discretion of school staff, but to the extent possible should involve the victim in discussion of the chosen remedy. Examples of reparations include replacing, fixing or cleaning damaged property; service or assistance to make up for lost time; or written or verbal apologies.
- **Conflict Resolution and Mediation:** ReSolve will provide students with time and space to resolve conflicts in productive manners. This may involve individuals or groups. No student shall be forced to participate in conflict resolution activities, but it highly encourage as an effective means to repair strains on relationships.

- **Peer Jury:** In cases deemed appropriate by ReSolve staff student volunteers will hear cases of minor delinquent acts or school offenses. Peer juries are overseen by an adult coordinator with youth volunteers acting as jurors. Jurors offer guidance and support to the referred student and develop an agreement that outlines actions needed by the student in order to repair harm.

Exclusion: ReSolve Schools does not employ suspension or expulsion as a means of discipline. The schools are designed and staffed to provide a range of supports to address any misbehavior that might disrupt learning or create an unsafe environment. Youth Advocates and Social Workers will play a primary role in addressing these behaviors and the school culture will reinforce the notion that a student may ask or be asked to temporarily leave a classroom to seek assistance and support.

Students With Disabilities: Students with disabilities have the same rights and responsibilities as other students and may be disciplined for the same behavioral offenses using the same procedures described above. If a student identified as having a disability is removed from his or her usual placement during the course of the school year for a total of eight days, such student will immediately be referred to the Committee on Special Education (CSE) of the student's district of residence for reconsideration of the student's educational placement. Such a student shall not be removed from placement for a total of more than 10 days during the school year without the specific involvement of the CSE of the student's district of residence prior to the 11th day of removal, because such removal may be considered to be a change in placement. If, upon review, it is determined that the student's behavior was not a manifestation of his or her disability, then the student may be removed in the same manner as a student without a disability, except as relates to the provision of services to students with disabilities during periods of removal. Parents may request a hearing to challenge the manifestation determination. Students for whom the Individualized Education Program (IEP) includes specific disciplinary guidelines (e.g., a Functional Behavioral Assessment (FBA), Behavioral Intervention Plan (BIP) or goals and objectives related to student behavior) will be disciplined in accordance with those guidelines.

Corporal Punishment: Corporal punishment is expressly prohibited by ReSolve Schools and will result in disciplinary action for staff, up to and including immediate termination of employment as well as reporting to relevant authorities. If an employee becomes aware of an incident of corporal punishment, the employee must report the matter immediately to his or her supervisor or the Site Director. Failure to report corporal punishment will result in disciplinary action, up to and including termination of employment.

Threats of Harm to Self: ReSolve takes the well-being of its students very seriously. If a student threatens his or her own life or threatens the life of someone else, this will be brought immediately to the attention of the Site Director and the student's Youth Advocate. If either feels that the child is in imminent danger, the parent/guardian will be

contacted and a psychological evaluation will be required before the child can return to school. When a student exhibits potentially suicidal behavior and the parent refuses to cooperate with the school or to take alternative preventive measures, the school must report this information immediately to ACS.

Attendance: Students are expected to be present at school for the entire day whenever school is in session. Youth Advocates will work with students to schedule to the extent possible important appointments after school or on days when school is not in session. Vacations should be taken only during school breaks. In the event of sickness or family emergency, parents must notify the school by calling the main office by 8:00 a.m. Parents must leave a message if no one answers indicating their name, their child's name, the reason for the child's absence, and a number at which the parent may be reached. Routine appointments such as annual physicals and dental exams should be scheduled for days when school is not in session. Students are expected to be present in school as detailed in their personal schedule with all the materials they will need for their classes. Students who arrive after 8:30 a.m. will have to check in with their respective Youth Advocate. Under no circumstances will students under the age of 16 be dismissed without a parent or legal guardian present.

Lockers: It is important to remember that lockers are school property and should be treated accordingly. While students may decorate the inside of lockers with shelves, pictures, and magnets, items such as stickers, paint and markers should not be used.
Students must lock their lockers at all times. Lockers cannot be used as an excuse for being late to class. All lockers will be cleaned out at the end of the year, and any items found will be discarded or donated to charity.

Technology Use: ReSolve provides access to computers, an Intranet/Internet system, and other equipment and services to students as part of the learning experience in the school building. In order to maintain appropriate use of our technology equipment students should adhere to the following guidelines:

- Only log in as yourself and not as another user
- Do not download software, plug-ins, games or other programs without permission
- Do not change desktop, taskbar, screensaver, or any other computer settings
- Do not access anyone else's data folders, files or documents
- Do not eat or drink near computers or computer equipment

Search and Seizure: School property that is assigned to students, including cubbies, lockers and desks, remain the property of the school and students, therefore, have no expectation of privacy in these areas. Such areas are subject to canine searches and to random searches by school officials at any time. School authorities will make an individual search of student's book bag, desk, lockers, cubbies, and person only when there is reasonable suspicion to believe that a student is in the possession of an item which is prohibited on school property or which may be used to disrupt or interfere with

the educational process. Searches will be conducted under the authorization of the Site Director or designee. Items which are prohibited on school property, or which may be used to disrupt or interfere with the educational process, may be removed from student's desks, book bag, lockers, cubbies, and person by school authorities.

EDWARD FERGUS

[redacted] [redacted]

EDUCATION

Ph.D.	**School of Education, University of Michigan, Ann Arbor, Michigan** Educational Foundations and Policy, *May 2002*
M.A.	**School of Education, University of Michigan, Ann Arbor, Michigan** Educational Foundations and Policy, *May 2000*
B.A.	**Beloit College, Beloit, Wisconsin** Political Science, *May 1996*
Teaching Certification Program	**Beloit College, Beloit, Wisconsin** 6-12 Broad Field Social Studies, *May 1996*

PROFESSIONAL EXPERIENCE

Sept. 2009-Present

Deputy Director, *Metropolitan Center for Urban Education, Steinhardt School of Culture, Education and Human Development, New York University*

- Develop and implement strategic plan, project development and staffing of Metro Center initiatives;
- Assist Executive Director supervise program and budget staff, graduate students and interns;
- Assist Executive Director manage $8 million operating budget
- Coordinate development and fundraising strategy for Metro Center;
- Oversee partnership/project development and implementation;
- Oversee development and release of publications/reports, including report writing and editing;

Aug. 2005-Aug. 2009

Director, Applied Research, Evaluation and Policy, and
Director, Technical Assistance on Disproportionality, *Metropolitan Center for Urban Education, Steinhardt School of Education, New York University.*

- Develop and implement strategic plan, project development and staffing of research and policy initiatives;
- Developed research infrastructure and secured $1million in research funds in 4 years
- Supervise full time staff, graduate students and interns;
- Coordinate development and fundraising strategy for research and policy projects;
- Oversee development and release of publications/reports, including report writing and editing;

Nov. 2004-Aug.2005 **Project Associate,** *Metropolitan Center for Urban Education, Steinhardt School of Education, New York University.*

- Provide technical assistance and analysis on education policy and research to school districts in Federal Region 2 (New York, New Jersey, Puerto Rico, Virgin Islands).
- Conduct trainings and presentations on issues affecting low-performing schools.

Dec. 2002-Nov. 2004 **Education and Research Specialist,** *National Technical Assistance Center for Community Schools, The Children's Aid Society, New York City*

- Provide technical assistance and analysis for national Community Schools projects and other education reform efforts to school districts, foundations, local education funds, and other education organizations.
- Responsibilities include qualitative research; policy analysis; develop written guidance, interview protocols, and data collection instruments for needs assessments; develop and/or deliver training content; conduct site visits.
- Participate on various advisory boards (e.g., Center for Summer Learning; New York State AfterSchool Network).

Sept. 2001-Nov. 2002 **Research Associate,** *Metis Associates, Inc., New York City*

- Managed evaluations of city, state, and federal education programs (e.g., Magnet Schools Assistance Program, Title III bilingual programs, 21st CCLC; and Safe Schools/Healthy Students).
- Design and develop evaluation plans and instruments.
- Collect, analyze and interpret qualitative and quantitative data.
- Supervise research assistants and analysts. Produced written performance reports for state and federal agencies.

Aug. 2000-2001 **Program Director,** *Children's Aid Society, Community School I.S. 90.*

- Administered after-school programming for a community school of 1700 students.
- Supervised staff of 30 teachers, administrative assistants, an assistant program director, school aides, college and high school students.
- Monitor project budget.

Jan. 1999-Aug. 2000 **Program Coordinator,** *Office of Fellowships and Recruitment, Rackham Graduate School, University of Michigan*

- Designed and coordinated academic and research summer programs. Represented graduate school at recruitment functions.

Jan. 1997-Aug, 2000 **Research Assistant,** *School of Education, University of Michigan*

- Assisted in the data collection of a qualitative research project investigating differences between black and white students' narratives of American history. Interviewed students and teachers, and wrote field notes on classroom instruction. Conducted content analysis of interviews
- Assisted in the data collection of a qualitative research project investigating social capital in small learning communities in high schools. Interviewed students and teachers, wrote detailed field notes on classroom, collected documents, and attended community school board meetings.

- Assisted in the data collection of a qualitative research project investigating the use of technology in Detroit Public Schools. Wrote detailed field notes on observations of ESL and monolingual classrooms. Translated technology lesson plans.

TEACHING EXPERIENCE

2011-Present **Research Assistant Professor**
Department of Sociology of Education, Steinhardt School of Education, New York University
Courses Taught:
- Latinos in Urban Schools

2007-2011 **Adjunct Faculty**
Teaching and Learning, Steinhardt School of Education, New York University
Courses Taught:
- Latinos in Urban Schools

2002-2007 **Adjunct Faculty**
Department of Educational Foundations, Hunter College, New York, New York
Course Taught:
- Multicultural Issues in Learning and Cognition
- Social Foundations in Adolescent Education
- Integrative Seminar: Educational Research Methods
- Diversity in American Schools

1997-1998 **Graduate Student Instructor**
School of Education, University of Michigan, Ann Arbor, Michigan
- Education 392: Education in a Multicultural Society

1995-1996 **Teacher**
Turner High School, Beloit, Wisconsin
- 10th Grade World History, 11th Grade Contemporary Issues and U.S. History (Student teaching)

PUBLICATIONS

Books

Fergus, E., McCready, L., Noguera, P., and Margary Martin (forthcoming). Resilient Identities Among Black and Latino Boys: A Study of Single-Sex Schools. Cambridge, MA: Harvard Education Press.

Noguera, P., Hurtado, A., and **E. Fergus.** (Editors). (2011). Invisible No More: Understanding the Disenfranchisement of Latino Boys and Men. New York: Routledge.

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Fergus, E., Scuirba, K., Martin, M. and P. Noguera (In Press). "Single-Sex Schools for Black and Latino boys: An Intervention in Search of Theory". In W. Spielberg (Editor). The Psychology of African American Boys and Young Men. Praeger Publishers

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Torres, M. and **E. Fergus** (2011). "Social Mobility and the Complex Status of Latino Males: Education, Employment and Incarceration Patterns from 2000-2009." In Noguera, P., Hurtado, A., and E. Fergus. (Editors). Invisible No More: Understanding the Disenfranchisement of Latino Men and Boys. New York: Routledge.

Fergus, E. and Noguera, P. (2010). "Doing What it Takes to Prepare Black and Latino Males in College". In Edley, C. and J. Ruiz (Editors). Changing Places: How Communities Will Improve the Health of Boys of Color. University of California Press.

Fergus, E, Noguera, P. and M. Martin (2010). "Construction of Race and Ethnicity for and by Latinos." In Handbook on Latinos in Education. Murillo, E. (Eds). New York: Routledge Press.

Fergus, E. (2008). "Being a Black Latino: Understanding the significance of racial/ethnic identification in cultural competency" in Building Racial and Cultural Competence. J. Obidah and K. Teel (Eds). New York: Teachers College Press.

Peer-Reviewed Articles

Ahram, R., **Fergus, E.,** and P. Noguera (2011). Addressing Racial/Ethnic Disproportionality in Special Education: Case Studies of Suburban School Districts. *Teachers College Record*

Martin, M., **Fergus, E.,** and P. Noguera (2010). Responding to the needs of the whole child: A case study of a high performing elementary school for immigrant children. *Reading Writing Quarterly*

Fergus, E. (2009). "Understanding Latino Students' Schooling Experiences: The Relevance of Skin color Among Mexican and Puerto Rican High School Students." *Teachers College Record*. Volume 111 Number 2.

Sample Research & Evaluation Reports

Trajectory Study of Black Males in NYC Public Schools: 1998-2007 (2011). An examination of 10,000 Black Males entering NYC public schools as fourth graders and followed until 12th grade. Organization: Metropolitan Center for Urban Education; Prepared by: M. Martin, R. Mincy, E. Fergus, P. Noguera,

Theories of Change Among Single-Sex Schools for Black and Latino Boys: An Intervention in Search of Theory (2010). An examination of theory and practice undergirding seven single-sex schools. Organization: Metropolitan Center for Urban Education; Prepared by: E. Fergus, P. Noguera, M. Martin, and L. McCready.

A Close Look at the Dropout Crisis: Examining Black and Latino males in New York City (2009). An examination of Black and Latino males in 2007 cohort; Organization: Metropolitan Center for Urban Education; Prepared by: B. Meade, F. Gaytan, E. Fergus, and P. Noguera.

Making the Grade in New York City Schools: Progress Report Grades and Black and Latino Students (2009). An examination of the progress report grade process and its impact on Black and Latino students. Organization: Metropolitan Center for Urban Education; Prepared by: B. Meade, F. Gaytan, E. Fergus, and P. Noguera.

Is All Male Alright? An Intervention Study of Single-Sex Schools for Black and Latino boys: Second Year Report (2008). A three year study examining the school structures and outcomes of seven single-sex schools. Organization: Metropolitan Center for Urban Education; Prepared by: E. Fergus, P. Noguera, M. Martin, and L. McCready.

Is All Male Alright? An Intervention Study of Single-Sex Schools for Black and Latino boys: First Year Report (2007). A three year study examining the school structures and outcomes of seven single-sex schools.
Organization: Metropolitan Center for Urban Education; Prepared by: E. Fergus, P. Noguera, D. Hucks, and L. McCready.

Equity and Excellence: Achievement Gap Report of Teaneck Schools (2007). The research investigated the school district's factors contributing to the achievement gap. Organization: Metropolitan Center for Urban Education; Prepared by: P. Noguera, Y. Sealey-Ruiz, E. Fergus.

Third Year Evaluation of Cleveland School District Safe Schools/Healthy Students Grant (2002). The evaluation assessed the impact and process of school district's three-year, $9 million federal grant focused on coordinated programs and services for youth and families. Evaluation Organization: Metis Associates; Prepared by: S. Hamm, E. Fergus, A. Alio, T. Booker, and O. Lopez

First Year Evaluation of New York City Community School District 10 Magnet Schools Assistance Program (2002). The evaluation assessed the impact and progress of school district's three-year, $3 million grant focused on creating eight magnet schools. Evaluation Organization: Metis Associates; Prepared by: E. Fergus

First Year Evaluation of New York City Community School District 28 Magnet Schools Assistance Program (2002). The evaluation assessed the impact and progress of school district's three-year, $3 million grant focused on creating six magnet schools. Evaluation Organization: Metis Associates; Prepared by: E. Fergus

Second Year Evaluation of New York City Community School District 28 Special Education Initiative (2002). The evaluation assessed the impact and progress of school district's five -year grant focused on enhancing the inclusion of special education students. Evaluation Organization: Metis Associates; Prepared by: E. Fergus

First Year Evaluation of New York City Community School District 6, 10, & 25 Title III Bilingual Programs (2002). The evaluation assessed the impact and progress of the school district's three-year

grant focused on creating bilingual programs for ELL students. Evaluation Organization: Metis Associates; Prepared by: E. Fergus

Other Publications

Fergus, E. (2012). Technical Assistance Plan for Texas Education Agency. Website link: http://portal.esc20.net/portal/page/portal/doclibraryroot/publicpages/SpecialEducation/SpEd%20Disproportionality/Disproportionality%20Plan%20final%20version%20%282%29.pdf

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Fergus, E. (2010). "Common Causes of Disproportionality". California Department of Education Special Education Newsletter.

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Fergus, E. (2009). Addressing Racial/Ethnic Disproportionality in Special Education: Technical Assistance Manual for Identifying Root Causes. New York: Metropolitan Center for Urban Education.

Fergus, E. and Ahram, R. (2008). Racial/Ethnic Disproportionality in Special Education: Data Analysis Workbook. New York: Metropolitan Center for Urban Education.

Fergus, E. (2006). "Addressing Disproportionality through Technical Assistance." *Counterpoint,* Washington, D.C.: National Association of State Directors of Special Education (NASDSE).

Fergus, E. (2006). "Cultural Deficiency", Editor in Chief J. Moore, Encyclopedia of Race and Racism**.** Michigan: MacMillan Reference USA.

Fergus, E. (2005). "Clubs in Schools: Adding Value to the School Day", *Connections*. Atlanta: Boys & Girls Clubs of America Publications.

WRITTEN AND FUNDED RESEARCH AND EVALUATION

2012-2014 **Program Evaluation Study of Expanded Learning Time in Rochester, Harlem, and Newark**
Funded by Ford Foundation: $250,000

2010-2011	**Research Study of Achievement Gap Factors in Monticello School District** Funded by Monticello School District: $25,000
2009-2010	**Research Study of Achievement Gap Factors in Bridgeport School District** Funded by Bridgeport School District: $30,000
2008-2010	**Research and Policy Forum on Disenfranchised Males** Funded by Ford Foundation: Amount: $200,000
2007-2008	**Research Policy Forum on Latino Males** Funded by Ford Foundation: $150,000
2008-2009	**Research and Policy Think Tank on State of Black Males in NYC Schools** Funded by Gates Foundation, Deutsche Bank, NY Community Trust: $350,000
2008-2009	**Examination of Achievement Patterns in Scarsdale School District** Funded by Scarsdale School District: $50,000
2008-2010	**Policy examination of NYC Schools effect on Black and Latino Males** Funded by Donor's Education Collaborative: $300,000
2008-2009	**Evaluation of TASC- OJJDP Scholars in Training Program** Funded by US Office of Juvenile Justice Department: $30,000
2006-2009	**Research Study of Single-Sex Schools for Black and Latino Males.** Funded by Bill and Melinda Gates Foundation: $450,000
2007-2008	**Research Study of Achievement Gap Factors in Ossining School District.** Funded by Ossining School District: $40,000
2006-2007	**Research Study of Achievement Gap Factors in Teaneck School District.** Funded by Teaneck School District: $95,000
2006-2008	**Evaluation of 21st Century Community Learning Center in Westbury District** Funded by Westbury School District: $65,000
2005-2007	**Evaluation of NYCDOE School Counseling Project** Funded by NYC Department of Education: $40,000

WRITTEN AND FUNDED SCHOOL REFORM PROJECTS

2012-2014	**Turnaround Project with Schenectady City School District (Principal Investigator)** Funded by New York State Education, Race to The Top: $305,000
2011-2013	**Turnaround Project with North Forest Independent Schools (Co-Principal Investigator)** Funded by North Forest Schools: $370,000
2011-2013	**Turnaround Project with Denver Public Schools (Co-Principal Investigator)**

Funded by Denver Public Schools: $710,000

2009-2011 **Broader, Bolder Approach: Newark Public Schools Demonstration Project (Co-Principal Investigator)**
Funded by Ford Foundation: $800,000

2009-2014 **Technical Assistance Center on Disproportionality (Co-Principal Investigator)**
Funded by New York State Education Department: $6.2 million

2004-2009 **Technical Assistance Center on Disproportionality (Project Director and Co-Principal Investigator)**
Funded by New York State Education Department: $3.7 million

2005-2008 **Region II Equity Assistance Center (Co-Project Director)**
Funded by US Department of Education: $2.2 million

RESEARCH AND TEACHING INTERESTS

Sociology of Education	School Effects Research
Latinos in Urban Schools	Immigrants and Education
Race/Ethnicity in Schools	Mixed-Methods Research Design

ADVISORY GROUP MEMBERSHIPS

Trustee, Yonkers Public Schools Board of Education
Advisory Group Member, Harry and Leona Helmsley Trust
Board Member, Campaign for Fiscal Equity
Advisory Council Member, New Jersey Department on School Improvement's Council on Equity and Diversity
Advisory Board Member, Indiana University – Technical Assistance Center on Positive Behavior Intervention System
Advisory Board Member, National Center on Response to Intervention
Advisory Board Member, New York State Education Department Professional Development Grant
Advisory Board Member, New York State Juvenile Justice Advisory Group (Governor Appointed)

PROFESSIONAL MEMBERSHIPS

Member, American Educational Research Association
Member, American Sociological Association

Language **Spanish:** Native oral and writing

MELANIE J. HARTZOG

[redacted]

EMPLOYMENT

Children's Defense Fund- New York **February 2013- Present**
Executive Director
Responsible for developing and executing a strategic vision that ensures that the needs of New York's children, with particular attention to the needs of poor and minority children and those with disabilities, are met through investments in education, health, and family economic security initiatives and programs. Specific tasks include: developing and implementing innovative programs and strategies that reflect the organization's mission; leading fundraising efforts; supervising employees; and building and maintaining a cooperative working relationship with a broad and diverse array of key stakeholders.

City of New York, Deputy Mayor for Health & Human Services **August 2011- February 2013**
Family Services Coordinator
Responsible for identifying and implementing cross-agency collaborations to enhance the services provided by City agencies to children, families and single adults. Serve as project manager for the Young Men's Initiative, a bold and innovative public/private partnership aimed at reducing disparities between the economic and social outcomes of young men of color and other demographic groups in New York City.

- Coordinated successful launch of the 47 programs and policies in the Young Men's Initiative portfolio across 20 city agencies. With the support of the Mayor's Advisory Board, comprised of external stakeholders, expanded scope of YMI to include greater emphasis on revising the school discipline code and an alternatives to suspension. Organized first-ever, citywide summit on mentoring, which brought together more than 200 leaders from faith-based institutions, community-based organizations, city government to discuss best practices in mentoring.

City of New York, Administration for Children's Services **September 2006 – August 2011**
Deputy Commissioner, Division of Child Care and Head Start
Responsible for New York City's subsidized early care and education system annually serving over 100,000 children with a budget of close to $800 million. Responsibilities included: child care subsidy administration; policy formulation and planning; coordinating the city-funded service delivery network with other public and private agencies; and management of 450 Head Start and child care community-based programs.

- Led major reform of the subsidized early care system that merged all funding streams – Universal Pre-K, child care and Head Start - to create a single, seamless early care and education program: EarlyLearn NYC.

City of New York, Administration for Children's Services **September 2005 – September 2006**
Associate Commissioner, Financial Services Division
Served as the Deputy Chief Financial Officer, focusing largely on early care and education expense and capital budgets. Responsibilities included: monitoring expenses; translating financial implications of policy decisions into effects on operations, for child care program managers and contracted child care agencies; and representing the agency at internal and external meetings.

- Managed the integration of public assistance and low-income child care operations and services transferring from the Human Resources Administration to the Administration for Children's Services.

New York City Office of Management & Budget **July 2003 – September 2005**
Unit Head, Social Services Task Force
Prepared and monitored the budgets and programs of city agencies that provide child welfare, child care, youth, and aging services. Responsibilities included: monitoring city expenses and capital budgets for human services; analyzing and presenting the impact of program, policy, and legislative/regulatory changes; and assisting city agencies in daily maintenance of their budgets.

- Assisted in the implementation of restructuring New York City's educational programs for school-age children. Reviewed federal and State laws and regulations governing school-age child care to assess policy and financing implications, and prepared fiscal impact analysis of the transition of school-age child care from community-based child care to public school settings.
- Prepared New York City's response to New York State's 2005-06 Executive budget proposal to implement a Temporary Assistance to Needy Families (TANF) surplus block grant for child care and child welfare services. The enacted budget included additional funding to maintain child care services.

Human Services Council of New York City, Inc. **September 2000 – July 2003**
Director of Policy & Advocacy
Served as coordinator of policy and advocacy for the Human Services Council, a member-based agency representing executive directors of not-for-profit agencies. Responsibilities included: drafting position statements and public testimony that articulated legislative and budget priorities; informing member agencies of policy changes that impact service delivery; and representing member agencies at public hearings and external meetings.

- Spearheaded statewide campaign that secured $86 million in New York State's 2002-03 Executive budget to augment compensation of direct-service employees of not-for-profit agencies.

Office of the Bronx Borough President **June 1998 – September 2000**
Social Policy and Budget Analyst, Bureau of Policy and Budget
Developed the Borough President's policy positions and recommendations on human services. Responsibilities included: analyzing the impact of city and State budget changes on service delivery systems; drafting and presenting public testimony and policy reports; and responding to constituent and community issues. Served as the liaison for the Child Welfare Advisory Committee comprised of not-for-profit foster care and preventive service providers.

- Assisted in development of a community-based initiative that trained residents on how to offer support and resources to children and their families undergoing social and economic hardship. Approximately 70 human service providers participated in the program and several community residents developed a support group for parents.

EDUCATION

New School University, New York, NY **May 1999**
Masters of Science, Urban Policy Analysis & Management

Eckerd College, St. Petersburg, FL **December 1996**
Bachelor of Arts, Human Development

AFFILIATIONS

Board Member, The Co-op School

Meena Nankani

Marathon Asset Management LP, Investor Relations Group — **New York, NY**
Vice President – Investor Relations/Client Services — 04/08 – present

- Manage existing investor relationships and provide performance updates across 7 different investment strategies including corporate and structured credit, emerging markets, and real estate for a hedge fund with an AUM of +$10.5 billion
- Pitch prospective investors in North America, South America, Europe, and Asia and South Africa- helping create a network create additional channels of capital inflows
- Design high-quality presentations and marketing materials for investors; Produce and distribute monthly and quarterly reporting as well as respond to due diligence inquiries and RFPs which requires coordination with multiple teams (Accounting, Compliance, Legal, Operations, Risk, and Investment Research)
- Built and currently maintain investor CRM database of 5,000+ contacts

Moody's Investors Service, Alternative Investments Group — **New York, NY**
Senior Associate – Operations Quality Ratings — 10/06 – 1/08

- Developed expertise in reviewing and rating operational systems of hedge funds with an AUM >$500M; Process included evaluation and recommendations as well as presenting findings and recommendations in a public formal written report
- Performed due diligence on funds' internal processes including risk management, systems, compliance, and valuation through on-site visits as part of in-house review team
- Ran models and designed database to assist in rating methodology by analyzing a database of 3,000+ funds
- Reviewed hedge fund memorandums, accounting and legal documents for Compliance and IT Systems review to assess potential conflict issues; performed background and entity checks on hedge fund management teams

Coronat Capital Management, LP (CCM) — **New York, NY**
Research Analyst Intern — 06/06 – 10/06

- Researched themes and equities related to the fund's 'Emerging Markets' equity portfolio
- Updated and expanded company models using Excel and Bloomberg
- Documented review process and attended meeting for sell-side research strategies

African Development Bank (AfDB), Treasury Department — **Tunis, Tunisia**
New Products & Services Intern — 06/05 – 08/05

- Analyzed and reported on potential roles for securitization in Africa and AfDB's level of involvement
- Reviewed country profiles as a Member of the Credit Risk Management team and presented findings to Treasury Department

Indicorps — **Pune, India**
Fellow — 08/03 – 08/04

- Assisted management of a NGO working in rural schools for 75+ children of migrant workers
- Developed, tested, and implemented new educational curriculum and incorporated lessons into annual teacher-trainings
- Worked with local populations on watershed development and microfinance programs

John Snow, Inc. (JSI), Boston International Group — **Boston, MA**
International Division Project Coordinator — 01/02 – 08/03

- Managed public health projects for USAID-funded contracts in Egypt ($30M) and South Africa ($2.5M)
- Reviewed and reconciled financial accounts of project expenditures for headquarters and overseas missions
- Aided in development of proposals for new projects through creation of complex budgets ranging from $1.6-$22M
- Interviewed and hired new staff; trained 10 local staff members in financial systems in South Africa

EDUCATION

Columbia University, School of International and Public Affairs (SIPA) — **New York, NY**
Master of Public Administration (MPA), Concentration: International Economic Analysis — 05/06

Tufts University, Bachelor of Arts — **Medford, MA**
Double-degree in Economics and Sociology — 05/01

Languages: Native English speaker; Conversant in French, Portuguese, and Marathi
Computer Skills: Microsoft Office, TheNextRound (TNR) Database, PerTrac, STATA, Bloomberg, HTML, Quickbooks

RASHID K. SHABAZZ

[redacted]

EXPERIENCE

OPEN SOCIETY FOUNDATIONS New York, NY
Program Officer – March 2009 - present

Work on Campaign for Black Male Achievement housed under the Open Society Foundations' Equality Fund. Help lead and manage a grantmaking portfolio with an average of $10 million in annual grantmaking. Programmatic priorities have included: employment; responsible fatherhood; educational equity; strategic communications; capacity and leadership development for field of black male achievement. Principal duties include: preparing grant recommendations and dockets; strategic planning; helping to manage a team of six; cultivating and maintaining relationships with partner funders; and developing and implementing grantmaking strategies. Special projects include serving on the management team of the Young Men's Initiative, an initiative supported with funding through a public/private partnership of the City of New York, Bloomberg Philanthropies and the Campaign for Black Male Achievement at the Open Society Foundation; and managing the partnership with Echoing Green for Black Male Achievement Fellowship for social entrepreneurship

FENTON COMMUNICATIONS New York, NY
Senior Account Executive – July 2006 – Feb.2009

- Led and managed national media spokesperson trainings
- Developed crisis communication recommendations for clients for breaking news stories
- Led and developed communications audit for clients
- Assisted in strategic brand and positioning development for client(s) with senior level management
- Pitched stories to the media
- Evaluated projects for client reports
- Wrote press releases and other media related materials
- Wrote and drafted opinion editorials for clients
- Oversaw and managed client relationships
- Developed and managed work-plans and budgets for client accounts
- Traveled and conducted outreach and trainings
- Assisted in the development of public service announcements and other public relation materials
- Assisted in development and implementation of communications strategies
- Designed spokesperson training materials and PowerPoint presentations

THE NEW YORK FUNDER'S COLLABORATIVE New York, NY
Media and Communications Consultant – Aug. 2007 – June 2008

- Served as lead training consultant for 6 major New York foundations to develop annual two- day media training for 50 grantees
- Provided strategic communications planning advice to foundations
- Developed conference training materials and agenda

- Facilitated workshops on messaging and framing issues; media relations and opinion editorial writing
- Write and edit all training materials (including PowerPoint presentations)

NYU WAGNER GRADUATE SCHOOL OF PUBLIC SERVICE New York, NY
Soros New York Community Fellow – June 2006 – Jan. 2008

- Designed and led media strategy in partnership with youth education reform collaborative in partnership with Annenberg Institute for Education
- Developed and directed all communications strategy for collaborative
- Developed and pitched education stories which led to coverage in local daily newspapers and television stations (ABC 7, News 12, CBS 2, BET, NBC, Daily News, Metro, AM NY, Wiretap Magazine, and Nation online)
- Managed ongoing media relations on behalf of collaborative
- Designed core message platform and media strategy for youth leaders and spokespersons in the coalition
- Led media trainings for over 100 youth leaders working with collaborative student union
- Led strategic media partnerships that resulted in development of radio documentaries that appeared on WBAI

PRISON MORATORIUM PROJECT Brooklyn, NY
Project Management Consultant – June 2004 – June 2006

- Spearheaded organizational and staff strategy development
- Coordinated PMP Project Curriculum development
- Developed PMP internal communications strategy to increase staff productivity and relations
- Guided overall organizational communications and web based strategy with Communications Director, resulting in templates for Organizational Media Kit.
- Directed fundraising and development strategy to meet organization's $450,000 budget, included prospecting and grant writing.
- Designed and executed event planning activity that included end of year fundraiser.
- Enhanced and assessed PMP individual donor program.
- Led Board restructuring and overall Board Development strategy.
- Developed and led youth academy project
- Conducted and led educational workshops and trainings for community members most impacted by criminal justice policies

Education Outreach Coordinator – Oct. 2000 – Dec. 2002

- Conducted outreach for Prison Moratorium Project New York State No More Prisons program to divert prison investments back into public education
- Assisted in program development
- Led trainings and workshops
- Served as organizational spokesperson
- Developed press materials

DRUG POLICY ALLIANCE New York, NY
Communications and Community Outreach Consultant – Sept. 2003 – June 2004

- Coordinated all conference planning deadlines
- Negotiated contracts with vendors
- Developed youth conference

- Assisted in program development for adult conference
- Led all public relations activities including drafting all press materials and scheduling interviews for Project Director
- Secured major media coverage in Houston, Austin, Dallas and San Antonio, Texas
- Led public service announcement development
- Served as organizational spokesperson
- Led video documentation process for conference and final video editing
- Traveled and conducted outreach to promote conference
- Assisted in supervising $250,000 conference budget
- Secured additional $25,000 grant from Houston Endowment for youth conference
- Led production of conference documentary

YOUTH DEVELOPMENT AND RESEARCH FUND Washington, DC
Community Outreach and Training Associate Aug. 2000 – Dec. 2000

- Directed contract with the United States Department of Labor and Education for Annual National School to Work Conference
- Coordinated and led workshops for youth attending conference
- Coordinated development of youth educational video on School To Work
- Supervised conference budget and the allocation of funds to project areas
- Led client communications with Department of Labor and Education
- Created and managed all budgets, financial reporting and timelines for the DOE
- Coordinated community outreach initiatives and canvassing

THE SOURCE MAGAZINE New York, NY
Freelance Reporter June 1995 – Sept. 2000

- Researched, edited and wrote articles on Hip-Hop culture and politics
- Set deadlines with lifestyle and political editors
- Served as Washington, D.C. correspondent for the Source online magazine

AFL-CIO Miami, FL
Union Summer Organizing Fellow July 1997 – Aug. 1997

- Assisted Hotel, Restaurant, and Service Employees International Union campaigns
- Conducted Outreach for Union Membership drive to Cuban and Haitian communities of South Florida
- Aided in media outreach campaign
- Conducted interviews with employees for research

EDUCATION

COLUMBIA UNIVERSITY GRADUATE SCHOOL OF JOURNALISM
Master of Science, Journalism New York, New York May 2002

YALE UNIVERSITY
Master of Arts, African Studies New Haven, Connecticut May 2000

GEORGE MASON UNIVERSITY
Bachelor of Arts, English Fairfax, Virginia August 1997

SPANISH LANGUAGE INSTITUTE
Advanced Spanish Certificate Cuernavaca, Mexico Summer 1998

VOLUNTEER

• *Board Member*	Wiretap Magazine	2007 – 2009
• *Board Member*	Project Set	2006 – Present
• *Board Member*	Youth Media Reporter	2008 – 2010

ROSANNA CASTRO

[redacted]

SUMMARY OF QUALIFICATIONS

- Bi-lingual professional who is passionate about education equity, access and reform issues with college access, project management, education governance and leadership experience

OPERATIONS/MANAGEMENT EXPERIENCE

Uncommon Schools **Brooklyn, NY**

Uncommon Schools start and manage outstanding urban charter public schools that close the achievement gap and prepare low-income students to graduate from college.

Director of Special Projects, Uncommon Charter High School **July 2012 – Present**

- Provide daily operations and logistical support to a high school encompassing 250 students and 29 teachers.
- Manage school-wide systems and protocols related to safety, food, facilities, technology, compliance, and testing.
- Support deployment of school-wide data systems and reporting.
- Other duties as assigned by the school Principal and Director of Operations.

Democracy Prep Public Schools **New York, NY**

Democracy Prep Public Schools operate a network of high performing charter schools in Harlem, NY. The mission of Democracy Prep is to educate responsible citizen-scholars for success in the college of their choice and a life of active citizenship.

Campus Operations Manager, Democracy Prep Charter Middle School **July 2011 – July 2012**

- Provide dedicated operational support to a middle school encompassing 330 students and 27 teachers.
- Provide assistance in maintaining accurate school-wide data and timely reporting to internal and external parties.
- Manage school-wide purchasing, food, transportation, facilities, safety, compliance, testing.
- Manage school-wide data systems and reporting related to attendance and behavior.

New Visions for Public Schools **New York, NY**

New Visions for Public Schools is a partnership support organization (PSO) that provides instructional and operational assistance to 79 New York City schools serving 36,000 students. New Visions has been at the forefront of the small schools movement in New York City and is committed to ensuring that urban students graduate on time and prepared for success in college and in the workplace.

Children First Network (CFN) Team Liaison/Special Projects **September 2009 – June 2011**

- Collaborate with Children First Network (CFN) and PSO-based instructional team to ensure that the 26 network schools receive operational and instructional support and services that are integrated, aligned and effective.
- Provide compliance and accountability support to network schools.
- Provide technical assistance and information to principals via schools support center hotline.

Howard R. Swearer Center for Public Service/Brown University **Providence, RI**

The Swearer Center for Public Service seeks to connect the capacities of the university to address inequalities in our society and community; create, share and apply knowledge for the public good; and educate and prepare students for lives of effective action.

Program Manager, National College Advising Corps at Brown University **May 2007 – June 2009**

- Launched program in the 2007-2008 academic year with seven AmeriCorps members (College Guides) providing college access services to students in three local school districts.
- Led expansion to twelve full-time and ten minimum-time College Guides in six core city districts.
- Managed relationships with high school guidance staff, administrators and community-based partners to ensure continuous improvement, collaboration and quality of services.

Rhode Island Department of Health **Providence, RI**

The Rhode Island Department of Health's mission is to prevent disease and to protect and promote the health and safety of the people of Rhode Island.

Family Outreach Program Manager, Office for Early Childhood Health and Development **June 2004 - June 2007**

- Provided oversight and management of Rhode Island's maternal and child health home visiting program, encompassing three grantee visiting nurse agencies
- Managed Request for Proposals process and overall programmatic budget allocations
- Developed and monitored program quality through performance standards and outcome measures

EDUCATION GOVERNANCE/LEADERSHIP EXPERIENCE

Providence Public Schools **Providence, RI**

The Providence Public School District is RI's largest urban district serving over 24,000 students. The District's mission is to prepare all students to succeed in the nation's colleges and universities, and in their chosen professions.

Board Member **January 2006 – January 2009**

- Helped draft, review and revise key district policies, including Core Beliefs and Commitments, Theory of Action, Constituent Services and Management Oversight, among others.
- Met frequently with faculty and administrative staff at assigned schools and conducted learning walks to ensure an understanding of key issues within the district.
- Interfaced with political, business and community leaders on district initiatives, progress and challenges.
- Participated in Broad Institute for Urban School Board Members in July 2006 becoming a Broad Fellow. The Broad Institute provides extensive training and support for urban school district governance teams of school board members and superintendents.
- Participated in the Center for Reform of School Systems' (CRSS) Reform Governance in Action - Cohort 3. The program trains school board-superintendent teams to establish a wide range of efficient and effective policies and processes that improves board operations, strengthens management oversight, and directly improves learning opportunities for students.

Rhode Island Urban Education Task Force

The UETF was convened by Governor Donald L. Carcieri and was chaired by Warren Simmons, the Executive Director of the Annenberg Institute for School Reform at Brown University. The task force had an 18-month timeline to develop a statewide response to the challenges of urban education in RI.

Task Force Member **January 2008 – June 2009**

- Co-chaired the Sub-Committee on Public Engagement and the Work Group on Multiple Pathways to Student Success
- Helped plan and execute two community engagement forums to present preliminary recommendations
- Assisted in the drafting of final recommendations submitted to the Governor in July 2009

OTHER WORK EXPERIENCE

International Institute of Rhode Island (IIRI) **Providence, RI**

International Institute of Rhode Island's mission is to enable all area residents, especially immigrants and refugees, to become self-reliant, invested participants in our communities, while fostering respect and understanding among all people.

English as a Second Language (ESL) Classroom Facilitator (part-time/evenings) **January 2005-March 2006**

- Taught Basic Interpersonal Communication Skills (BICS) curriculum to multi-level adult ESL class (20 students), helping students reach personal language goals, as well as map community resources, increase confidence and reduce linguistic isolation
- Developed and implemented lesson plans in keeping with the teaching philosophy of IIRI: Student-centered curricula, life skills focused content, communicative/participatory approach using language that is embedded in real life context

EDUCATION

Brown University **Providence, RI**

- B.A. Public Policy & American Institutions, December 2004
- Concentration: Education Policy

School Trustee Background Information

Each proposed or prospective charter school board member must provide the information requested below.

Name: __Edward Fergus- Arcia_____

Charter School Name: ____ReSolve Charter Schools_____

Charter School Address: _____TBD_____

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): ____Member_____

As you may know, serving on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department's consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate proposed board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department's approval, nullifying your appointment to the board.

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. ☒ Resume Attached

2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. ☒ I affirm.

3. Please affirm that you have 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. ☒ I affirm.

4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

   Participated in conversations and activities regarding the Expanded Success Initiative.

5. Please explain why you wish to serve on the board.
   To participate in the development of a school model that can have an impact on the lives of Black and Latino children

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. ☐ This does not apply to me. ☒ Yes. (Include description here):

   Serving on Yonkers Public Schools Board of Education
   Serving on NYS Juvenile Justice Advisory Board

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
   ☒ This does not apply to me. ☐ Yes.
   If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

   Your response to question seven may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.
   ☒ This does not apply to me. ☐ Yes.
   If the answer to this question is yes, please provide an explanation.

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.
   ☒ I / we do not know any such persons. ☐ Yes.
   If your answer is yes, please indicate the precise nature of your relationship here:

10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.
☒ I / we do not know any such persons. ☐ Yes.
If yes, please indicate the precise nature of your relationship here:

11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.
☒ No. ☐ Yes.
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
☒ Not applicable because the School does not/will not contract with a management company or charter management organization.
☐ I / we do not know any such persons. ☐ Yes.

13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.
☒ Not applicable because the School does not/will not contract with a management company or charter management organization.
☐ I / we have no such interest. ☐ Yes.

14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.
☒ Not applicable because the School does not/will not contract with a management company or charter management organization.
☐ I / we do not anticipate conducting any such business. ☐ Yes.

15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you

have provided this information in response to items 9-12, you may so indicate. ☒ This does not apply to me, my spouse or other family members. ☐ Yes.

16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
☒ None ☐ Yes

17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

The matter would need to be discussed as a full board and review the charter guidelines set by NYSED and make appropriate actions deemed necessary.

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy.

The Charter's mission is to provide an opportunity to create a model environment for improving the educational and social experiences of Black and Latino youth.

19. Please explain your understanding of the educational program of the charter school.

The Charter's educational program will allow for the development of mixed grouping, assessment, learning platforms, and experiential opportunities for high school youth.

20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

The following are key characteristics: experienced and adaptive human capital, experienced instructional leader, commitment to excellence, and partners to support the diverse learning and social experiences of youth. The board will consistently examine data with the leaders to understand the school's movement towards meeting monthly, quarterly and annual benchmarks that are important for ensuring ReSolve children are college and career ready after four years.

Other

21. Please explain your understanding of the appropriate role of a public charter school board member.

To provide oversight, guidance and support of the instructional leader of the charter school. To ensure the school is staying within its fiduciary responsibilities. To ensure the school is continuously maintaining the health and well-being of all children attending the school.

22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.

    YES

23. Please provide any other information that you feel is pertinent to the Department's review.

A Statement of Assurance must be signed by and submitted for each proposed Board Member.

STATEMENT OF ASSURANCE

I, _____Edward Fergus-Arcia_____(name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

March 15, 2013

Signature Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: _[redacted]_____

Business Address:___[redacted]

E-Mail Address: _[redacted]_____

Home Telephone: _[redacted]_____

Home Address: [redacted]

School Trustee Background Information

Each proposed or prospective charter school board member must provide the information requested below.

Name: __Melanie Hartzog_____

Charter School Name: ____ReSolve Charter Schools_____

Charter School Address: _____TBD_____

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): ____Member_____

As you may know, serving on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department's consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate proposed board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department's approval, nullifying your appointment to the board.

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. ☒ Resume Attached

2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. ☒ I affirm.

3. Please affirm that you have 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. ☒ I affirm.

4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

   Participated in conversations and activities regarding the Expanded Success Initiative.

5. Please explain why you wish to serve on the board.
   To participate in the development of a school model that can have an impact on the lives of Black and Latino children

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. ☐ This does not apply to me. ☒ Yes. (Include description here):

   The Co-Op School (Board Member – per resume)

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
   ☒ This does not apply to me. ☐ Yes.
   If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

   Your response to question seven may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.
   ☒ This does not apply to me. ☐ Yes.
   If the answer to this question is yes, please provide an explanation.

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.
   ☒ I / we do not know any such persons. ☐ Yes.
   If your answer is yes, please indicate the precise nature of your relationship here:

10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.
☒ I / we do not know any such persons. ☐ Yes.
If yes, please indicate the precise nature of your relationship here:

11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.
☒ No. ☐ Yes.
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
☒ Not applicable because the School does not/will not contract with a management company or charter management organization.
☐ I / we do not know any such persons. ☐ Yes.

13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.
☒ Not applicable because the School does not/will not contract with a management company or charter management organization.
☐ I / we have no such interest. ☐ Yes.

14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.
☒ Not applicable because the School does not/will not contract with a management company or charter management organization.
☐ I / we do not anticipate conducting any such business. ☐ Yes.

15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you

have provided this information in response to items 9-12, you may so indicate. ☒ This does not apply to me, my spouse or other family members. ☐ Yes.

16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
☒ None ☐ Yes

17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

The matter would need to be discussed as a full board and review the charter guidelines set by NYSED and make appropriate actions deemed necessary.

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy.

The Charter's mission is to provide an opportunity to create a model environment for improving the educational and social experiences of Black and Latino youth.

19. Please explain your understanding of the educational program of the charter school.

The Charter's educational program will allow for the development of mixed grouping, assessment, learning platforms, and experiential opportunities for high school youth.

20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

The following are key characteristics: experienced and adaptive human capital, experienced instructional leader, commitment to excellence, and partners to support the diverse learning and social experiences of youth. The board will consistently examine data with the leaders to understand the school's movement towards meeting monthly, quarterly and annual benchmarks that are important for ensuring ReSolve children are college and career ready after four years.

Other

21. Please explain your understanding of the appropriate role of a public charter school board member.

To provide oversight, guidance and support of the instructional leader of the charter school. To ensure the school is staying within its fiduciary responsibilities. To ensure the school is continuously maintaining the health and well-being of all children attending the school.

22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.

    YES

23. Please provide any other information that you feel is pertinent to the Department's review.

A Statement of Assurance must be signed by and submitted for each proposed Board Member.

STATEMENT OF ASSURANCE

I, _____Melanie Hartzog _____ state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

March 15, 2013

3/15/2013

Signature Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: _[redacted]_____

Business Address:___[redacted]

E-Mail Address: ___[redacted]_____

Home Telephone: _[redacted]_____

Home Address: _ [redacted]

School Trustee Background Information

Each proposed or prospective charter school board member must provide the information requested below.

Name: __Meena Nankani_____

Charter School Name: ___ReSolve Charter Schools_____

Charter School Address: _____TBD_____

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): ____Member_____

As you may know, serving on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department's consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate proposed board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department's approval, nullifying your appointment to the board.

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. ☒ Resume Attached

2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. ☒ I affirm.

3. Please affirm that you have 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. ☒ I affirm.

4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

   Participated in conversations and activities regarding the Expanded Success Initiative.

5. Please explain why you wish to serve on the board.
   To participate in the development of a school model that can have an impact on the lives of Black and Latino children

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. ☐ This does not apply to me. ☒ Yes. (Include description here):

   Serving on Yonkers Public Schools Board of Education
   Serving on NYS Juvenile Justice Advisory Board

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
   ☒ This does not apply to me. ☐ Yes.
   If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

   Your response to question seven may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.
   ☒ This does not apply to me. ☐ Yes.
   If the answer to this question is yes, please provide an explanation.

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.
   ☒ I / we do not know any such persons. ☐ Yes.
   If your answer is yes, please indicate the precise nature of your relationship here:

10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.
☒ I / we do not know any such persons. ☐ Yes.
If yes, please indicate the precise nature of your relationship here:

11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.
☒ No. ☐ Yes.
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
☒ Not applicable because the School does not/will not contract with a management company or charter management organization.
☐ I / we do not know any such persons. ☐ Yes.

13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.
☒ Not applicable because the School does not/will not contract with a management company or charter management organization.
☐ I / we have no such interest. ☐ Yes.

14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.
☒ Not applicable because the School does not/will not contract with a management company or charter management organization.
☐ I / we do not anticipate conducting any such business. ☐ Yes.

15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you

have provided this information in response to items 9-12, you may so indicate. ☒ This does not apply to me, my spouse or other family members. ☐ Yes.

16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
☒ None ☐ Yes

17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

The matter would need to be discussed as a full board and review the charter guidelines set by NYSED and make appropriate actions deemed necessary.

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy.

The Charter's mission is to provide an opportunity to create a model environment for improving the educational and social experiences of Black and Latino youth.

19. Please explain your understanding of the educational program of the charter school.

The Charter's educational program will allow for the development of mixed grouping, assessment, learning platforms, and experiential opportunities for high school youth.

20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

The following are key characteristics: experienced and adaptive human capital, experienced instructional leader, commitment to excellence, and partners to support the diverse learning and social experiences of youth. The board will consistently examine data with the leaders to understand the school's movement towards meeting monthly, quarterly and annual benchmarks that are important for ensuring ReSolve children are college and career ready after four years.

Other

21. Please explain your understanding of the appropriate role of a public charter school board member.

To provide oversight, guidance and support of the instructional leader of the charter school. To ensure the school is staying within its fiduciary responsibilities. To ensure the school is continuously maintaining the health and well-being of all children attending the school.

22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.

    YES

23. Please provide any other information that you feel is pertinent to the Department's review.

A Statement of Assurance must be signed by and submitted for each proposed Board Member.

STATEMENT OF ASSURANCE

I, _____Meena Nankani_____(name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

March 15, 2013

Signature Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: [redacted]

Business Address: [redacted]

E-Mail Address: [redacted]

Home Telephone: [redacted]

Home Address: [redacted]

School Trustee Background Information

Each proposed or prospective charter school board member must provide the information requested below.

Name: Rashid Shabazz

Charter School Name: ReSolve Charter School

Charter School Address: TBD

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): **Member**

As you may know, serving on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department's consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate proposed board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department's approval, nullifying your appointment to the board.

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. ☒ Resume Attached

2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. ☒ I affirm.

3. Please affirm that you have 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. ☒ I affirm.

4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. **I currently work with Open Society Foundations and have been part of the conversations and planning regarding the Expanded Success Initiative.**

5. Please explain why you wish to serve on the board. **The work I have led or helped manage over the past 15 years has been to ensure the academic success of black and Latino youth in urban schools. I believe serving on the board I will be able to bring some of the expertise and knowledge gained from working as an education reform advocate and as a grantmaker in ensuring the success of ReSolve Charter.**

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. ☒ This does not apply to me. ☐ Yes. (Include description here):

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
   ☒ This does not apply to me. ☐ Yes.
   If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

   Your response to question seven may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.
   ☒ This does not apply to me. ☐ Yes.
   If the answer to this question is yes, please provide an explanation.

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.
   ☒ I / we do not know any such persons. ☐ Yes.
   If your answer is yes, please indicate the precise nature of your relationship here:

10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.
☒ I / we do not know any such persons. ☐ Yes.
If yes, please indicate the precise nature of your relationship here:

11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.
☒ No. ☐ Yes.
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
☒ Not applicable because the School does not/will not contract with a management company or charter management organization.
☐ I / we do not know any such persons. ☐ Yes.

13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.
☒ Not applicable because the School does not/will not contract with a management company or charter management organization.
☐ I / we have no such interest. ☐ Yes.

14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.
☒ Not applicable because the School does not/will not contract with a management company or charter management organization.
☐ I / we do not anticipate conducting any such business. ☐ Yes.

15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you

have provided this information in response to items 9-12, you may so indicate. ☒ This does not apply to me, my spouse or other family members. ☐ Yes.

16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
☒ None ☐ Yes

17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

As I board member, it will be my responsibility to first document and bring to the full board that there is some improper relationships that may be taking place that pose a conflict and also could risk the school's charter.

I would also in advance of presenting my claim to board review board by-laws and the charter guidelines set by NYSED and take the appropriate actions deemed necessary. The main thing I believe is that we ensure that the conflict of interest is adequately addressed in a timely and professional fashion to ensure that no harm of reputation will come to the charter, specifically the charter school leadership and the charter school board.

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy.

The Charter's mission will be to provide an opportunity to create a school model environment for improving the educational and social experiences of Black and Latino youth.

19. Please explain your understanding of the educational program of the charter school.

As discussed during the planning, the Charter's educational program will allow for the development of mixed grouping, assessment, learning platforms, and experiential opportunities for high school youth.

20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

I believe that the following are key characteristics of a successful charter school: experienced and adaptive human capital, experienced instructional leader, commitment to excellence, clear metrics to evaluate success and partners to support the diverse learning and social experiences of youth. The board will consistently examine data with the school's leaders to understand their movement towards meeting monthly, quarterly and annual benchmarks that are important for ensuring ReSolve children are college and career ready after four years.

Other

21. Please explain your understanding of the appropriate role of a public charter school board member.

I believe the appropriate role of a public school board member is to first recognize and adhere to the board by-laws set forth by the charter and ensure the board is meeting its obligations in providing oversight, guidance and support of the instructional leader of the charter school. It is also the role of the board member to ensure the school is staying within its fiduciary responsibilities; to ensure the school is continuously maintaining the health and well-being of all children attending the school; and to ensure the charter school is meeting its benchmarks for success.

22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.

Yes

23. Please provide any other information that you feel is pertinent to the Department's review.

A Statement of Assurance must be signed by and submitted for each proposed Board Member.

STATEMENT OF ASSURANCE

I, Rashid Shabazz (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

Signature 3/14/13 Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: [redacted]

Business Address: [redacted]

E-Mail Address:
[redacted]

Home Telephone: [redacted]

Home Address: [redacted]

School Trustee Background Information

Each proposed or prospective charter school board member must provide the information requested below.

Name: __Rosanna Castro_____

Charter School Name: ____ReSolve Charter Schools_____

Charter School Address: _____TBD_____

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): ____Member_____

As you may know, serving on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department's consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate proposed board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department's approval, nullifying your appointment to the board.

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. ☒ Resume Attached

2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. ☒ I affirm.

3. Please affirm that you have 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. ☒ I affirm.

4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

   Participated in conversations and activities regarding the Expanded Success Initiative.

5. Please explain why you wish to serve on the board.
   To participate in the development of a school model that can have an impact on the lives of Black and Latino children

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. ☒ This does not apply to me. ☐ Yes. (Include description here):

   Providence Public Schools (former Board Member 2006-2009 per attached resume)

   Sigma Lambda Upsilon/Senoritas Latinas Unidas Sorority, Inc. (Current Board Member)

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
   ☒ This does not apply to me. ☐ Yes.
   If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

   Your response to question seven may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.
   ☒ This does not apply to me. ☐ Yes.
   If the answer to this question is yes, please provide an explanation.

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.
   ☒ I / we do not know any such persons. ☐ Yes.

If your answer is yes, please indicate the precise nature of your relationship here:

10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.
☒ I / we do not know any such persons. ☐ Yes.
If yes, please indicate the precise nature of your relationship here:

11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.
☒ No. ☐ Yes.
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
☒ Not applicable because the School does not/will not contract with a management company or charter management organization.
☐ I / we do not know any such persons. ☐ Yes.

13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.
☒ Not applicable because the School does not/will not contract with a management company or charter management organization.
☐ I / we have no such interest. ☐ Yes.

14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.
☒ Not applicable because the School does not/will not contract with a management company or charter management organization.
☐ I / we do not anticipate conducting any such business. ☐ Yes.

15. Please indicate whether you, your spouse or other family member is a

director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. ☒ This does not apply to me, my spouse or other family members. ☐ Yes.

16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
☒ None ☐ Yes

17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

The matter would need to be discussed as a full board and review the charter guidelines set by NYSED and make appropriate actions deemed necessary.

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy.

The Charter's mission is to provide an opportunity to create a model environment for improving the educational and social experiences of Black and Latino youth.

19. Please explain your understanding of the educational program of the charter school.

The Charter's educational program will allow for the development of mixed grouping, assessment, learning platforms, and experiential opportunities for high school youth.

20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

The following are key characteristics: experienced and adaptive human capital, experienced instructional leader, commitment to excellence, and partners to support the diverse learning and social experiences of youth. The board will consistently examine data with the leaders to understand the school's movement

towards meeting monthly, quarterly and annual benchmarks that are important for ensuring ReSolve children are college and career ready after four years.

Other

21. Please explain your understanding of the appropriate role of a public charter school board member.

To provide oversight, guidance and support of the instructional leader of the charter school. To ensure the school is staying within its fiduciary responsibilities. To ensure the school is continuously maintaining the health and well-being of all children attending the school.

22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.

    YES

23. Please provide any other information that you feel is pertinent to the Department's review.

A Statement of Assurance must be signed by and submitted for each proposed Board Member.

STATEMENT OF ASSURANCE

I, Rosanna Castro (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

R. Castro 3/15/13

Signature Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: [redacted]

Business Address: _____

E-Mail Address: [redacted]

Home Telephone: [redacted]

Home Address: [redacted]

BYLAWS
OF
RESOLVE CHARTER SCHOOLS

A New York Education Corporation

ARTICLE I
NAME

Section 1.1 Name.
The name of this corporation is ReSolve Charter Schools (the "Corporation").

ARTICLE II
PURPOSE

Section 2.1 Purpose.
The Corporation has been organized as set forth in the Articles of Incorporation. The Corporation will take no action that is inconsistent with the Articles of Incorporation or these Bylaws.

ARTICLE III
OFFICE

Section 3.1 Offices.
The Corporation's principal office shall be located at 726 Broadway, 5th floor, New York, NY 10003. The Board (as defined in Section 5.1 below) may change the location of the Corporation's principal office.

ARTICLE IV
BOARD OF TRUSTEES

Section 4.1 Powers.
Subject to any limitations in the Articles of Incorporation, all powers and activities of the Corporation shall be exercised and managed by the Board of Trustees of the Corporation (the "Board"). Trustees shall have no power as individual trustees and shall act only as members of the Board.

Section 4.2 Number of Trustees.
The authorized number of trustees shall be not less than five, with the exact number of authorized trustees to be fixed by the Board from time to time.

Section 4.3 Term of Office.
Each trustee shall be elected for a term of 3 years and shall hold office until a successor has been elected and qualified. Notwithstanding the foregoing, in the first three years of its existence, at least two Board members shall serve a 1-year term, and at least 2 Board members shall serve a 2-year term. New Board members may be elected at any time to fill vacancies. If a Board member is elected at a time other than the annual meeting, his or her 3-year term shall be calculated starting from the date of the most recent annual meeting.

Section 4.4 Resignation.

A trustee may resign at any time by giving written notice to the Chair of the Board or the Secretary. Any resignation shall take effect upon receipt of notice or at any later time specified in that notice. Unless otherwise specified in the notice of resignation, affirmative acceptance of the resignation shall not be necessary to make it effective. If the resignation specifies a later effective date, a successor may be elected prior to such effective date to take office when the resignation becomes effective.

Section 4.5 Removal.
A trustee may be removed from office at any time by a vote of a majority of the trustees then in office, in a manner consistent with the laws of New York.

Section 4.6 Vacancies.
A vacancy in the Board shall be deemed to exist in the event that the actual number of trustees is less than the authorized number for any reason. The Board may declare vacant the office of any trustee who has been declared of unsound mind by a final order of court or has been convicted of a felony. Vacancies on the Board may be filled by approval of the Board of Trustees or, if the number of trustees then in office is less than a quorum, by (1) unanimous written consent of the trustees then in office, (2) a vote of a majority of the trustees then in office at a meeting called in accordance with Sections 6.3 and 6.4, or (3) a sole remaining trustee. Each trustee elected or appointed to fill a vacancy shall hold office for the unexpired portion of the term, or until his or her death, resignation, or removal from office.

Section 4.7 Compensation of Trustees.
Trustees shall not receive any compensation for their services as trustees or for any other goods or services. Trustees shall not accept gifts in excess of $75 dollars from any individual or entity in any way related to the school operated by the corporation. The Board may authorize the advance or reimbursement to a trustee of actual reasonable expenses incurred in carrying out his or her duties as a trustee.

Section 4.8 Standing Committees.
The Board may create standing committees made up of at least two Board members elected by the Board to focus on particular aspects of the operation of the Corporation. The Executive Committee shall include the Board Officers and focus on setting Board agendas and coordinating the work of the Board. Other committees may include a Finance Committee to focus on accounting for revenues and expenditures, an Academic Accountability Committee to focus on implementation of the education plan and achievement of accountability goals, and a Governance Committee to focus on the effectiveness of the Board and recruitment and nomination of additional Board members.

Section 4.9 Advisory Committees.
The Board may create one or more Advisory Committees, each consisting of two or more trustees, non-trustees or a combination of trustees and non-trustees. Appointments to any Advisory Committee shall be by approval of the Board of Trustees. Advisory Committees may not exercise the authority of the Board to make decisions on behalf of the Corporation. Advisory Committees shall be restricted to making recommendations to the Board or Board Committees and implementing Board or Board Committee decisions and policies under the supervision and control of the Board or Board Committee.

Section 4.10 Advisory Boards.
The Board will create a school advisory board for each ReSolve School, consisting of persons who are not officers of the Corporation or members of the Board of Trustees, to serve at the pleasure of the Board and to report its findings and recommendations, and to carry on such activities (as requested by the Board) on subjects of interest to the Board in which the members of such an advisory board have a particular expertise or capability. Each School Advisory Board shall include the school's Site Director who will appoint at least two members of the teaching staff, at least two Youth Advocates, at least two parents of current students, at least two current students, and at least two other community members who are not

affiliated with the school. [S1]The Board may also create a ReSolve Schools advisory board; the appointment of members of such an advisory board requires Board approval. Any advisory board, to the extent provided in the resolution of the Board of Trustees, shall act only in an advisory capacity to the Board of Trustees, shall have no legal authority to act for the Corporation and shall be clearly titled and held out as the "advisory board."

ARTICLE V
MEETINGS

Section 5.1 Annual Meeting.
An annual meeting of the Board shall be held each year on a date to be specified by the Board and will coincide with one of the regular meetings.

Section 5.2 Regular Meetings.
When the Corporation holds a charter for the operation of a public school and such school is operating, serving enrolled students and receiving public funds for such operation, regular meetings of the Board shall be held each month. These meetings will rotate among each operating charter school governed by the Corporation.

Section 5.3 Quorum and Voting.
A majority of the total number of authorized trustees shall constitute a quorum for the transaction of business. The vote of a majority of the trustees present at a meeting at which a quorum is present shall be the act of the Board. Except as otherwise provided in these Bylaws or in the Articles of Incorporation of this Corporation, or by law, no business shall be considered by the Board at any meeting at which a quorum is not present, and the only motion which the Chair of the Board shall entertain at such meeting is a motion to adjourn. The trustees present at a duly called and held meeting at which a quorum is initially present may continue to do business notwithstanding the loss of a quorum at the meeting due to a withdrawal of trustees from the meeting, provided that any action thereafter taken must be approved by at least a majority of the required quorum for such meeting or such greater percentage as may be required by law, or the Articles of Incorporation or these Bylaws.

Section 5.4 Video Participation in Meetings.
Trustees may participate in a meeting through use of video screen communication. Participation in a meeting through use of video screen communication constitutes presence in person at that meeting so long as all members participating in the meeting are able to see and hear one another.

ARTICLE VI
CERTAIN MATTERS

Section 6.1 Board-Approved Policies.
The Board may adopt additional governance and management policies as it deems appropriate.

Section 6.2 Executive Compensation Review.
The Board (or a Board Committee) shall review any compensation packages (including all benefits) of the Managing Director of ReSolve Schools and the two other highest paid employees. The Board shall approve such compensation only after determining that the compensation is just and reasonable. This review and approval shall occur annually, as well as when such officer is hired, when the term of employment of such officer is renewed or extended, and when the compensation of such officer is modified, unless the modification applies to substantially all of the employees of the Corporation.

ARTICLE VII
OFFICERS

Section 7.1 Officers.
The officers of the Corporation shall be a Chair of the Board, a Secretary, and a Treasurer. The Chair of the Board must be a trustee. The Corporation may also have such other officers as may be determined by the Board. One person may hold two or more offices, except that neither the Secretary nor the Treasurer may serve concurrently as the Chair of the Board.

Section 7.2 Election and Term.
The officers of the Corporation shall be elected by the Board at an annual meeting and shall serve at the pleasure of the Board.

Section 7.3 Chair of the Board.
The Chair of the Board shall, if present, preside at all meetings of the Board, and shall exercise and perform such other powers and duties as may be prescribed by these Bylaws or the Board.

Section 7.4 Secretary.
The Secretary shall keep or cause to be kept a full and complete record of the proceedings of the Board and its committees, shall give or cause to be given notice of all Board meetings as required by law or these Bylaws, and in general shall exercise and perform such other powers and duties as may be prescribed by these Bylaws or the Board.

Section 7.5 Treasurer.
The Treasurer shall be the chief financial officer of the Corporation. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and records of account. The Treasurer shall send or cause to be given to the trustees such financial statements and reports as are required to be given by law, and as may be prescribed by these Bylaws or the Board. The books of account shall be open to inspection by any trustee upon request at all reasonable times. The Treasurer shall deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as designated by the Board, shall disburse or cause to be disbursed the Corporation's funds as ordered by the Board, shall render to the Board, upon request, an account of the Treasurer's transactions as Treasurer and of the financial condition of the Corporation, and shall exercise and perform such other powers and duties as may be prescribed by these Bylaws or the Board.

Section 7.6 Resignation.
An officer may resign at any time by giving written notice to the Corporation. Any resignation shall take effect upon receipt of notice or at any later time specified in that notice. Unless otherwise specified in the notice of resignation, affirmative acceptance of the resignation shall not be necessary to make it effective. Any resignation is without prejudice to the contract or other rights, if any, of the Corporation in respect of the officer.

Section 7.7 Removal.
Officers may be removed from office by the Board, consistent with the voting procedures in the bylaws.

Section 7.8 Vacancies.
A vacancy in any office for any reason shall be filled by the Board.

ARTICLE XIII
INDEMNIFICATION

Section 8.1 Definitions.
For purposes of this Article, "Agent" means any person who is or was a trustee, officer, employee or other agent of the Corporation, or is or was serving at the request of the Corporation as a trustee, officer, employee or other agent of another foreign or domestic corporation, partnership, joint venture, trust or other enterprise; "Proceeding" means any threatened, pending or completed action or proceeding, whether civil, criminal, administrative or investigative; and "Expenses" includes, without limitation, attorneys' fees and any expenses incurred in establishing a right to indemnification under Section 9.2 of this Article.

Section 8.2 Right to Indemnity.
The Corporation may, to the fullest extent permitted by law, indemnify any person who was or is a party or is threatened to be made a party to any Proceeding by reason of the fact that such person is or was an Agent of the Corporation, against Expenses, judgments, fines, settlements and other amounts actually and reasonably incurred in connection with the Proceeding.

Section 8.3 Approval of Indemnity.
On written request to the Board by any Agent seeking indemnification, to the extent that the Agent has been successful on the merits, the Board shall promptly authorize indemnification in accordance with law. Otherwise, the Board shall promptly determine, by a majority vote of a quorum consisting of trustees who are not parties to the Proceeding, whether, in the specific case, the Agent has met the applicable standard of conduct stated, and, if so, may authorize indemnification to the extent permitted thereby.

Section 8.4 Advancing Expenses.
The Board may authorize the advance of Expenses incurred by or on behalf of an Agent of the Corporation in defending any Proceeding before the final disposition of such Proceeding, if the Board finds that:

(a) the requested advances are reasonable in amount under the circumstances; and

(b) before any advance is made, the Agent submits a written undertaking satisfactory to the Board, in its sole discretion, to repay the advance unless it is ultimately determined that the Agent is entitled to indemnification for the Expenses under this Article.

Section 8.5 Insurance.
The Board shall have the power to purchase and maintain insurance on behalf of any Agent against any liability asserted against or incurred by the Agent in such capacity or arising out of the Agent's status as such, whether or not the Corporation would have the power to indemnify the Agent against such liability under this Article.

ARTICLE IX
FISCAL YEAR AND REPORTING OBLIGATIONS

Section 9.1 Fiscal Year.
The fiscal year of the Corporation shall begin on July 1 and end on June 30.

ARTICLE X
GIFTS, GRANTS, CONTRACTS, INVESTMENTS

Section 10.1 Gifts. The Board may accept on behalf of the Corporation any contribution, gift, bequest or devise for the general purposes or for any specific purpose of the Corporation. The Corporation shall retain complete control and discretion over the use of all contributions it receives.

Section 10.2 Grants. The Board shall exercise itself, or delegate, subject to its supervision, control over grants, contributions, and other financial assistance provided by the Corporation, including, without limitation, fiscal sponsorship relationships.

Section 10.3 Contracts. The Board may authorize any officer(s) or agent(s), in the name of and on behalf of the Corporation, to enter into any contract or execute any instrument. Any such authority may be general or confined to specific instances, or otherwise limited. Consistent with actions by the Board, the Chair of the Board is authorized to execute such instruments on behalf of the Corporation.

Section 10.4 Payment of Money. Unless otherwise determined by the Board, all checks, drafts or other orders for payment of money out of the funds of the Corporation and all notes or other evidences of indebtedness of the Corporation may be signed on behalf of the Corporation by the Treasurer.

Section 10.5 Deposits. The funds of the Corporation not otherwise employed, including any amounts in any reserve fund, shall be deposited from time to time to the order of the Corporation in such banks, trust companies or other depositories as the Board may select.

Section 10.6 Investments. In investing, reinvesting, purchasing, acquiring, exchanging, selling and managing the Corporation's investments, other than assets which are directly related to the Corporation's public or charitable programs, the Board shall avoid speculation, looking instead to the permanent disposition of the funds, considering the probable income, as well as the probable safety of the Corporation's capital. No investment violates this Section where it conforms to provisions authorizing the investment contained in an instrument or agreement pursuant to which the assets were contributed to the Corporation.

ARTICLE XI
CONFLICTS OF INTEREST

Section 11.1 Purpose.
The purpose of the conflicts of interest policy is to protect the Corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or Trustee of the Corporation. This policy is intended to supplement but not replace any applicable state laws governing conflicts of interest applicable to nonprofit and charitable corporations.

Seciton 11.2 Definitions.

(a) Interested Person. Any Trustee, principal officer, or member of a committee with Board-delegated powers who has a direct or indirect financial interest, as defined below, is an interested person.

(b) Financial Interest. A person has a financial interest if the person has, directly or indirectly, through business, investment or family:

(1) an ownership or investment interest in any entity with which the Corporation has a transaction or arrangement, or

(2) a compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or

(3) a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are substantial in nature.

Section 11.3 Procedures.

(a) Duty to Disclose. In connection with any actual or possible conflicts of interest, an interested person must disclose the existence of his or her financial interest and all material facts relating thereto to the Board of Trustees.

(b) Determining Whether a Conflict of Interest Exists. After disclosure of the financial interest and all material facts relating thereto, and after any discussion thereof, the interested person shall leave the Board of Trustees' meeting while the financial interest is discussed and voted upon. The remaining Board of Trustees shall decide if a conflict of interest exists.

(c) Procedures for Addressing the Conflict of Interest

(1) An interested person may make a presentation at the Board of Trustees, but after such presentation, he or she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement that results in the conflict of interest.

(2) The Board shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

(3) After exercising due diligence, the Board of Trustees shall determine whether the Corporation can obtain a more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not give rise to a conflict of interest.

(4) If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the Board of Trustees shall determine by a majority vote of the disinterested Trustees whether the transaction or arrangement is in the Corporation's best interest and for its own benefit and whether the transaction is fair and reasonable to the Corporation and shall make its decision as to whether to enter into the transaction or arrangement in conformity with such determination.

(d) Violations of the Conflicts of Interest Policy

(1) If the Board of Trustees has reasonable cause to believe that a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of

the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

(2) If, after hearing the response of the member and making such further investigation as may be warranted in the circumstances, the Board of Trustees determines that the member has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Section 11.4 Records of Proceedings.
The minutes of the Board of Trustees and all committees with Board-delegated powers shall contain:

(a) Names of Persons with Financial Interest. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board of Trustees' decision as to whether a conflict of interest in fact existed.

(b) Names of Persons Present. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection therewith.

Section 11.5 Annual Statements.
Each Trustee, principal officer and member of a committee with Board-delegated powers shall annually sign a statement which affirms that such person:

(a) Receipt. Has received a copy of the conflicts of interest policy.

(b) Read and Understands. Has read and understands the policy.

(c) Agrees to Comply. Has agreed to comply with the policy.

(d) Tax Exemption. Understands that the Corporation is a charitable organization and that, in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Section 11.6 Periodic Reviews.
To ensure that the Corporation operates in a manner consistent with its charitable purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from federal income tax, the Corporation may conduct periodic reviews.

ARTICLE XII
OTHER PROVISIONS

Section 12.1 Rights of Inspection.
Every trustee shall have the right at any reasonable time to inspect and copy all books, records and documents, and to inspect the physical properties of the Corporation.

Section 12.2 Electronic Transmissions.
Unless otherwise provided in these Bylaws, and subject to any guidelines and procedures that the Board may adopt from time to time, the terms “written” and “in writing” as used in these Bylaws include any form of recorded message in the English language capable of comprehension by ordinary visual means,

and may include electronic transmissions, such as facsimile or email, provided (i) for electronic transmissions from the Corporation, the Corporation has obtained an unrevoked written consent from the recipient to the use of such means of communication; (ii) for electronic transmissions to the Corporation, the Corporation has in effect reasonable measures to verify that the sender is the individual purporting to have sent such transmission; and (iii) the transmission creates a record that can be retained, retrieved, reviewed, and rendered into clearly legible tangible form.

ARTICLE XIII
AMENDMENTS

Section 13.1 Amendment of Bylaws.
Except as otherwise provided by law, these Bylaws may be amended or repealed and new bylaws may be adopted by approval of the Board.

* * * * * * * *

CERTIFICATE OF SECRETARY

I, _____, hereby certify:

That I am duly elected and acting Secretary of ReSolve Charter Schools, and that the foregoing Bylaws constitute Bylaws of ReSolve Charter Schools, as duly adopted at the meeting of the Board held on _____.

IN WITNESS WHEREOF, I have hereunder subscribed my name this _____ day of _____, 2012.

_____

_____, Secretary

ReSolve Charter Schools
Code of Ethics

Policy

The public purpose and tax-exempt status of charitable organizations imposes a special obligation to maintain the public trust. The Board of Trustees and senior staff of ReSolve Charter Schools (ReSolve Schools) must conduct their affairs in the best interests of the schools; avoid conflict, or the appearance of conflict, between their personal interests and those of ReSolve Schools; and ensure that they do not receive improper personal benefit from their positions. Accordingly, the ReSolve Schools Board of Trustees (the "Board") has adopted the following procedures to govern the ReSolve Schools' decision-making processes. Moreover, Board Members, experts, advisors, and ReSolve Schools staff of any level are subject to the gift policy set forth below.

- Trustees, officers, or employees of any external organization shall hold no more than 40 percent of the total seats comprising the Board of Trustees.
- Trustees shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.
- School Trustees, officers, and employees may never ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.
- Trustees, officers, and employees will exercise the highest degree of care not to disclose confidential information including, but not limited to:
    - Student records
    - Financial information
    - Personnel records
    - Payroll records
- Trustees, officers, and employees will observe rules of behavior and conduct. Unacceptable conduct includes, but is not limited to:
    - Theft or inappropriate removal or possession of property
    - Falsification of documents
    - Possession, distribution, sale, transfer, or use of alcohol or illegal drugs in the workplace or while on duty
    - Use of tobacco or tobacco products on school grounds
    - Insubordination or other disrespectful conduct
    - Violation of safety or health rules
    - Sexual or other unlawful or unwelcome harassment
    - Excessive absenteeism or any absence without notice

Attachment 5c — ReSolve Charter Schools Code of Ethics

Conflict of Interest Procedures and Definitions

1. Board Members shall disclose to the Board their Interest, as defined below, with respect to a transaction the Board is considering. Such transactions include contracts and the provision of services. The disclosure of an Interest may be made orally or in writing. A Board Member has an Interest if the Board Member or, to the Board Member's knowledge, the Board Member's Family Member (including parent, grandparent, spouse, sibling, child, grandchild, niece, or nephew), or close business associate (i) is employed by, or (ii) holds a fiduciary, significant owner, or senior position with, any entity or person with which ReSolve Schools is considering a transaction. Unless the Board requests their presences, Board Members with Interests shall recuse themselves from the Board's consideration of the relevant transaction. In no event shall Board Members vote on transactions in which they have a financial interest. The nature of the Interest and the individual's recusal, or Board determination not to recuse, shall be recorded in the appropriate minutes. In addition, the Board expects Board Members to disclose close friendships with (a) any person with whom ReSolve Schools is considering a transaction, and (b) any person who has a significant position in an entity with which ReSolve Schools is considering a transaction.

2. ReSolve Schools senior staff (including, but not limited to, the Managing Director or any other employee, expert or advisor who is in a position to influence a decision in which he/she has an Interest) shall disclose to the Managing Director (or Managing Director's designee), orally or in writing, any Interest as defined above, and shall, unless the Managing Director (or Managing Director's designee) determines otherwise, recuse herself or himself from the decision-making process. The Procedures set forth in the preceding sentence shall also apply to any Board Member who has knowledge that he/she has an Interest in a transaction being considered by ReSolve Schools below the Board level. The nature of the Interest and the individual's recusal, or the Chair's determination not to require recusal, shall be memorialized in writing. In addition, the persons listed in the first sentence of this paragraph shall disclose close friendships with (a) any person with whom ReSolve Schools is considering a transaction, and (b) any person who has a significant position in an entity with which ReSolve Schools is considering a transaction.

3. No Board Member or staff member shall accept or solicit payments for expenses associated with ReSolve Schools-related travel, meals, or other professional activity from actual or potential suppliers of ReSolve Schools. No Board Member or staff member shall receive or solicit a gratuitous payment or article of monetary value worth $50 or more from actual or potential suppliers of services or goods for ReSolve Schools, except (a) gifts presented to ReSolve Schools where the recipient is representing ReSolve Schools and thereafter presents the gift to ReSolve Schools, or (b) gifts that are motivated solely by a family or personal relationship, but are in no way connected with the recipient's official ReSolve Schools duties. In general, a recipient should make every effort to decline to accept gifts on behalf of ReSolve Schools, but, in cases where it would be considered ungracious to do so, should make clear that the gift is being accepted on behalf of, and will be given to, ReSolve Schools.

4. Additional Conflict of Interest Provisions for all Trustees, Officers and Employees
   a. The conflict of interest provisions of the New York General Municipal Law are applicable to charter schools to the same extent those provisions (Gen. Municipal Law §§800-804, 804-a, 805, 805-a, 805-b, 806) are applicable to school districts. All trustees, officers and employees shall comply with such laws.
   b. No trustee, officer or employee shall:
      i. Directly or indirectly, solicit any gift, or accept or receive any gift having a value of seventy-five dollars or more, whether in the form of money, service, loan, travel, entertainment, hospitality, thing or promise, or in any other form, under circumstances in which it could reasonably be inferred that the gift was intended to influence him, or could reasonably be expected to influence him, in the performance of his official duties or was intended as a reward for any official action on his part;
      ii. Disclose confidential information acquired by him in the course of his official duties or use such information to further his personal interests;
      iii. Receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before any municipal agency of which he is an officer, member or employee or of any municipal agency over which he has jurisdiction or to which he has the power to appoint any member, officer or employee;
      iv. Receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before any agency of his municipality, whereby his compensation is to be dependent or contingent upon any action by such agency with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered;
   c. Trustees, officers and employees must disclose any contract with not-for-profit entities, such as charter management organizations, partners and founding organizations.
   d. Any officer or employee who has, will have, or later acquires an interest in--or whose spouse has, will have, or later acquires an interest in--any actual or proposed contract, purchase agreement, lease agreement or other agreement, including oral agreements, with the municipality of which he or she is an officer or employee, shall publicly disclose the nature and extent of such interest in writing to his or her immediate supervisor and to the governing body thereof as soon as he or she has knowledge of such actual or prospective interest. Such written disclosure shall be made part of and set forth in the official record of the proceedings of such body.

All trustees, officers, and employees of the school will be given a copy of the code of ethics upon their employment or association with the school.

Department of Education

Dennis M. Walcott, Chancellor

Sally Bachofer
Assistant Commissioner
Office of Innovative Schools

March 15, 2013

Dear Sally –

I am writing to express my strong support for the ReSolve Charter Schools applications. The Expanded Success Initiative (ESI) is a key component of the mayor's Young Men's Initiative (YMI) and Chancellor Walcott's mission of raising the bar towards college and career success. The ESI strategy of launching 8 new small schools - both district and charter – will demonstrate that it *is* possible to graduate all Black and Latino young men at the level of college and career readiness.

The potential of these schools has been noticed in the broader public debate. Mayor Bloomberg, in his 2013 state of city address, called out this historic opportunity: "Time and time again over the last decade, we have raised the bar and our students and teachers have cleared it and our black and Hispanic students have helped lead the way. Now, we'll accelerate their progress by selecting 12-15 leaders to design eight new high schools based on the most promising college readiness strategies. It will be a year-long fellowship sponsored by our Young Men's Initiative. And afterwards, the fellows will become leaders at the schools they designed. Fellows can come from any field from education experts to entrepreneurs and their new schools will enroll students primarily from five neighborhoods with high rates of poverty and low rates of college readiness: Harlem, East New York, Brownsville, Jamaica and the South Bronx."

The NYCDOE has a track record of launching successful new school models – small schools, transfer schools, 9-14 schools, etc – and is excited to support the development of these ESI schools. The collaboration of charter and district designs is an exciting aspect of this initiative.

The DOE will support these schools, both district and charter, as they work to build the resilience and resolve in the students they serve, and - in the design process – surface the policies that will expand college and career success for all our students.

Sincerely,

Marc Sternberg
Deputy Chancellor of Portfolio Planning

TERC

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Cambridge, MA 02140
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617.873.9601 *fax*

An Education Research and Development Organization

March 13, 2013

Dr. Edward Fergus-Arcia
Deputy Director
Metropolitan Center for Urban Education
Steinhardt School of Culture, Education and Human Development
New York University
726 Broadway, 5th Floor
New York, New York 10003

Dear Dr. Fergus-Arcia,

I am writing in support of the applications you are submitting to establish four ReSolve Charter Schools. The collaborative process for developing the "ReSolve model" indicates the importance placed upon engaging multiple stakeholders to address the need to identify more effective ways of positively impacting the educational experiences of Black and Latino young men and women. The foundational elements of the model are compelling. The fact that the identification of these elements has been informed by research is significant given the unfortunate divide that all too often exists between education research and education practice. Doing this in the context of the educational experiences of students of color is of particular significance, given the even more extreme and glaring gaps between what we know/need to know and what we do with respect to this population of students.

I look forward to the involvement of TERC in this effort should your application be successful. TERC is a non-profit research and development organization that has been devoted to improving STEM education for more than 40 years. The staff of approximately 110 – including nationally recognized leaders in educational research, curriculum development, and the use of technology in education – are actively engaged in over 80 projects. There are a number of possibilities for how TERC might be involved, specifically regarding the STEM curriculum, instruction and assessments aspects of your work. We see these possibilities as providing mutual benefit and enhancement to our respective endeavors.

Firstly, TERC has been at the creative forefront of the development of K-12 STEM educational resources, including those designed for formal and informal learning contexts and those making use of the latest technologies. We would plan to work together with ReSolve schools to identify TERC projects-initiatives of particular interest and seek to tailor resources to ReSolve settings. Doing this type of work while being mindful of social and cultural contexts helps us at TERC to better address our mission to serve more effectively diverse populations.

Considering professional development possibilities, at TERC, we have been and continue to be a part of national conversations critiquing and structuring standards for STEM education, such as those in the Common Core standards and the Next Generation science standards. In support of the ReSolve school effort, we would be available to play a role in working with schools to shape culturally responsive approaches to STEM curriculum and instruction, aligned with these and other standards that have been catalysts for new directions in STEM education. An important undergirding to this type of work is schools having a process for ongoing reflection on their STEM teaching and learning practices and to conduct this reflection with a range of STEM education stakeholders, including teachers, administrators, students, families, STEM professionals, amongst others.

As you know from your participation in the TERC-COSEBOC STEM and Boys of Color Planning Group, TERC has been involved in an effort seeking transformative STEM education for boys/young men of color. This initiative has been guided by a set of "assertions" that function in a similar manner to and that are well-aligned with the foundational elements of the ReSolve model. ReSolve schools would provide rich settings for furthering this critical work.

The ingredients are in place for a long-lasting meaningful relationship between TERC, ReSolve Schools and ReSolve partners, should the application process be successful. I hope that your proposal is well received.

Sincerely,

Frank E. Davis

Frank E. Davis, Ed.D
President
TERC

ReSolve Charter Schools
Personnel Policies

Equal Opportunity Employer: It is the policy of ReSolve Schools to afford equal employment and advancement opportunity to all qualified individuals without regard to race, creed, color, religion, national origin, ancestry, sex, sexual orientation, age, physical or mental disability, marital status, citizenship status, medical condition, or any other legally protected status. This policy extends to all employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, compensation, and benefits of existing employees.

Affirmative Action: ReSolve Schools is committed to affirmative action. Beyond providing equal opportunities to all employees, the school will take positive action to hire and promote people of color, women, disabled persons, and veterans. Affirmative action will apply to all personnel activities, including employment advertising and recruiting; hiring, upgrading, and transferring; establishing rates of pay and other benefits; and providing opportunities for training and development. To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the school will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Employment: The Board of Trustees shall have the sole authority to set conditions of employment, supervise, evaluate, discipline and terminate the Managing Director. The Managing Director (or his or her designee) shall possess the requisite authority to hire, supervise, evaluate, discipline and terminate all other employees of ReSolve Charter Schools, consistent with the law and policies adopted by the Board. All ReSolve Charter School employees are considered at-will employees of the school unless otherwise expressly stated in an employment contract. Accordingly, either the school or the employee can terminate this relationship at any time, for any reason, with or without cause, and with or without advance notice.

Employees shall receive annual letters of employment that state the terms of their employment. Employees may be hired as regular full-time employees, and as such will be eligible for all benefits provided by the school. The organization also may hire part-time staff who are employed for less than 40 hours per work week and are not eligible for benefits. Time off work without pay for part-time employees may be granted by the Managing Director or his or her designee.

Reporting Policy: As employees of a school all staff members are mandated to report suspected child abuse or neglect. Any staff member who suspects that a child is being abused or maltreated should contact the social worker or Site Director in person as well as provide them

with written documentation by completing the Confidential Report of an Allegation of Child Abuse. In addition, the suspicion must also be reported to the Association of Children's Services (ASC). In addition, all employees are required to report any allegations of child abuse in an educational setting to the Site Director. The term educational setting means the building and grounds of any school as well as vehicles used to transport students to and from school, field trips and extracurricular activities as well as the sites where those activities take place. The Site Director should be notified of any such concerns and complete a Confidential Report of an Allegation of Child Abuse in an Educational Setting.

Confidentiality Policy: School employees are required to preserve the confidentiality of any and all records containing personally identifiable information of students. Student records are confidential by virtue of the Family Educational Rights and Privacy Act (FERPA), the Individuals with Disabilities in Education Act (IDEA), state privacy laws and other laws and regulations. School employees may not disclose personally identifiable information about school students unless they have been given clearance by the Site Director and are certain that the disclosure is permitted by law. All student records maintained in the central school office as well as in individual teacher's classrooms must be secured at all times. Only those employees with a legitimate need for access to a student's records may access such records absent written parental permission. Therefore, absent a special reason, only faculty members who provide instruction or other services to a student should have access to his/her records. In addition, school employees who have access to social security numbers of school personnel are required to preserve the confidentiality of such information and only disclose the information for legitimate or necessary business purposes.

Corporal Punishment: Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons. Examples of permitted actions that are not deemed corporal punishment may include:

1. Stopping a student from fighting with another student
2. Defending oneself from physical injury or assault by a student
3. Forcing a pupil to give up a weapon or dangerous object
4. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills
5. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities

Examples of prohibited actions that are deemed corporal punishment include:

1. Hitting, shoving, pushing, or physically restraining a student as a means of control
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment

3. Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain

Employee Evaluation: All staff will receive at least yearly a summative performance evaluation conducted by his or her supervisor or a designee. Non-academic staff will set annual goals with their supervisor based on their job description and be evaluated against those goals. ReSolve will use a competency-based system for teacher evaluation based on the Charlotte Danielson *Framework for Teaching, 2nd Edition*. Teachers will be expected to collect and document evidence throughout the year demonstrating their level of mastery of the teacher performance competencies. Examples of evidence might include lesson plans, video of instruction, student assessment data showing growth or attainment, and documented feedback from students, peers or instructional leaders. The evaluation will include the teacher's portfolio and analysis of it as well as data collected through observation of instruction and other professional duties throughout the year. The supervisor will meet with each teacher to review his or her ratings on the competencies.

Termination: Being designated an "at will" employee shall mean that either the employee or ReSolve Charter Schools may terminate the employment relationship. Within five working days of an employee's termination, ReSolve Charter Schools will give the terminated employee a written notice of the exact date of termination and the exact date of the cancellation of employee benefits connected with the termination. The terminated employee may be eligible for compensation for unused vacation time and may be eligible for unemployment compensation; however, employees shall not earn any additional benefits, rights, or privileges beyond the last day worked. This notice applies to all employees regardless of date of hire.

Teacher Hiring Process: ReSolve Schools will utilize a rigorous hiring process to find the best qualified candidates and staff for its schools. All staff must meet these minimum criteria:

- Commitment to closing the achievement gap and plugging the school to prison pipeline for Black and Latino youth
- Willingness to embrace a culturally responsive approach to all aspects of their work
- Dedication to continuous improvement for themselves and the organization

Professional and resident teachers will be expected to be certified, though the school may employ up to five teachers, or no more than 30% of its teaching staff, whichever is less, who are not certified. Apprentice teachers must either be certified or in the process of obtaining certification (e.g., Urban Teaching Corp, Teach For America, or NYC Teaching Fellows).

Recruiting and hiring will adhere to the following steps:

1. All applicants must submit a resume and an application
2. Resume are screened to determine minimum qualifications for position sought
3. Phone interviews conducted for top candidates
4. In-person interviews for finalists
5. Demonstration lessons for all finalists

6. At least two reference checks
7. Fingerprint and background check

ReSolve Charter Schools will take all appropriate steps to verify the information provided on an employment application. These steps may take place before or after commencement of employment. Any misrepresentation, falsifications, or omissions of any information or date on an employment application may result in exclusion from further consideration for employment and/or termination of employment

Employees will receive annual letters of employment that state the terms of their employment. These letters must be signed prior to the start date of employment. Employees may be hired as regular full-time employees, and as such will be eligible for all benefits provided by the school. The organization also may hire part-time staff. Part-time staff is those who are employed for less than 40 hours per work week. Part-time employees are not eligible for benefits. Time off work without pay for part-time employees may be granted by the Principal or his or her designee. Brilla Prep will verify that all of our employees are authorized for employment in the United States. All employees will complete an I-9 form.

Attachment 8 — ReSolve Charter Schools Personnel Policies

School-Based Staff Responsibilities and Qualifications: Below are key staff members assigned to a specific ReSolve school.

Site Director	
Responsibilities	**Qualifications**
• Oversee all day-to-day operational activities of the school in collaboration with SST • Supervise office staff • Manage major academic-related systems and activities, including student recruitment and enrollment lottery, student information systems and scheduling. • Coordinate HR functions, including onboarding • Oversee procurement and • Manage facility issues, including co-location responsibilities • Coordinate food, health and transportation services • Plan logistics for school-wide events for students, staff and families • Manage all volunteers, including sourcing, selection, and assigning of duties • Coordinate communications with parents and the community	• Teaching or education program experience ideal. • At least 3 years relevant professional work experience, ideally in a charter school or other K-12 education organization • At least 1 year direct experience successfully managing and developing staff • Demonstrated success providing superior customer service. • Strong interpersonal skills and track record of collaborating with diverse stakeholders • Strong communication, writing, and presentation skills • Organized planner and project manager with proven ability to multi-task, take initiative, prioritize effectively, and deliver for multiple stakeholders on deliverables and deadlines. • Relentless determination to do whatever it takes to help students succeed • Proactive and creative problem-solver

Youth Advocate	
Responsibilities	**Qualifications**
• Home visits and facilitating student intake interview process • One-to-one counseling with students • Monitoring student competency attainment • Conducting Advisory meetings with single-sex team of students • Conducting family outreach and ensuring that student attendance supports are in place • Coordinating crisis intervention and conflict mediation • Providing students with continuous feedback and support • Assisting students with job, career, and college planning • Facilitating communication between students, teachers, families and community service providers • Working with parents/guardians/caring adults to ensure involvement in student education/life • Keeping accurate documentation of students' progress toward their goals and next steps in the process	• Experience with youth development or advocacy, social work or psychology • Experience with case management and ability to track and support a caseload of approximately 25 students • Experience working with urban Black and Latino youth • Excellent inter-personal skills and the ability to de-escalate stressful situations • Tough minded and able to hold service providers accountable • Able to deal with a fast paced environment • Able to shrug off disrespectful behavior to solve underlying problem

Attachment 8 — ReSolve Charter Schools Personnel Policies

Shared Services Team Responsibilities and Qualifications: Below are key members of the ReSolve Shared Services Team, which supports the work of all eight schools or, in some cases, just the four charter school.

Managing Director	
Responsibilities	**Qualifications**
• Start-up of a new organization • Fundraising and revenue generation ensure resources are sufficient to carry out current programs as well as future goals based on the strategic plan. • and financial oversight and will include the following: • Develop and execute a diversified fundraising action plan to significantly increase revenue from various sources, including major donors, foundations, corporations, membership, and constituency, with the support of the Board of Trustees. • Represent and promote the organization externally to appropriate stakeholders • Lead the growth of the organization by assisting in the recruitment of additional board members and creating, securing funds for, and implementing a plan to develop new schools, open-source technology tools, and build capacity of school-based staff • Ensure coordination and collaboration among senior staff the Chief Academic Officer, Chief Operating Officer, and Chief Technology Officer to implement a 5-year rolling budget and • Oversee the financial strength of the organization including developing long and short range financial priorities accurately to support the needs of the program and staff, monitoring the budget, and ensuring sound financial controls are in place. •	• Substantive, relevant work experience, with 5+ years in a senior managerial role • Passion for and experience with working on education reform issues for minority youth • Demonstrated success in securing funding for and scaling up an organization or a business/program function • Excellent interpersonal skills with the ability to attract funders and partners by communicating a compelling and inspired sense of purpose • Superior external communications skills, including advanced public speaking and media management experience, and enthusiasm for public speaking • Proven management skills with experience to plan, organize, and execute a program of work, analyze and solve complex issues, obtain significant funding support, and work closely with a board of directors and/or senior management • Record of sound financial management in developing and executing an annual budget of at least $3 million • Working knowledge of business analytics • Demonstrated ability to work in an environment that celebrates teamwork and to negotiate and close complex or sensitive agreements in a manner that builds consensus • Bachelor's degree required, advanced degree a plus

Chief Operations and Finance Officer	
Responsibilities	**Qualifications**
• Coordinate the operations and finance of ReSolve Charter Schools • Develop and recommend to the board an annual budget • Implement and update annually the Financial Policies and Procedures manual • Create and manage budgets with the leadership team • Produce monthly financials and report them in a timely manner to leadership	• BS in Business, Accounting or Finance, Masters Degree preferred. • At least 5 years of operations management experience. • Experience in educational administration preferred. • Previous urban charter or district public school experience, a plus. • Ability to manage across multiple sites • Systems thinker with demonstrated ability to prioritize, multi-task

• Manage and monitor the per pupil invoicing process and SPED enrollment • Administer all benefits programs offered by the school including health, retirement and disability while complying with laws related to hiring and records management • Initiate and manage the yearly audit cycle • Renew and review all insurance policies • Submit all required corporate and financial compliance documents • Ensure compliance with all federal, state, and city laws and requirements • Manage payroll and accounting systems and ensure that all vendor information is current • Manage public and private grants, disbursements and reporting • Make deposits and manage cash flow • Educate faculty and administrative staff regarding acceptable procurement practices, and manage the purchasing process • Administer the Free Reduced Lunch program	• Experience in business which includes: strategy, consulting, planning and board relations • Technological proficiency with: Microsoft Office (with a strong emphasis on Excel and Office), QuickBooks and other financial/HR management software • A deep understanding of statistics and data analysis • Motivational leader with a demonstrated ability to build a strong culture, lead by example and drive individuals to succeed • Energetic, highly motivated individual with the requisite entrepreneurial spirit for a start-up • Strong work ethic combined with excellent organizational skills • Demonstrated ability to be open to feedback, assume and embrace personal responsibility and the desire to grow as a leader • Strong writing skills • Advanced degree and at least 3 years experience in finance/operations

Chief Academic Officer	
Responsibilities	**Qualifications**
• Provide scalable instructional program leadership with specific responsibility for planning, development, implementation, assessment and improvement across all current and future schools. • Develop and lead school teams in their roles as instructional leaders • Monitor, provide feedback to and evaluate instructional leaders, providing clarity of roles, functions, goals and accountability. • Determine and implement ReSolve's academic priorities. Review assessment tools on a regular and on-going basis and analyze performance for effectiveness in improving student achievement. • Assist the Managing Director in the development of a strategic plan and scalability of the existing instructional model that will ensure excellence and high standards • Support instructional leadership at schools to ensure high quality implementation of the schools' educational design, including standards, assessments, instructional guidelines, and the school culture. • Assist instructional leaders in monitoring and evaluating effectiveness of programs as well as identifying and acquiring appropriate program resources to ensure that strategies are student-centered and aligned with ReSolve's core values.	• Bachelor's degree from an accredited four-year institution, Master's degree preferred. • Experience as a principal of a high-performing urban high school. • Passion for and experience with working on education reform issues for minority youth • Demonstrated success leading school improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups. • Experience leading high-performing teams and managing staff, while providing constructive feedback and coaching to team members. • Strong leadership abilities including an encouraging, motivating presence to help with conflict management, team building, mentoring and coaching, goal-setting, prioritization and strategic planning. • Deep experience in the design, integration, implementation and management of a school including knowledge of curriculum, instructional practices, school operations and management, and leadership development. • Demonstrated success leading strategic educational initiatives that result in measurable improved student achievement. • Proven ability to collaborate and build relationships with internal and external stakeholders.

• Regularly observe and evaluate student work through classroom walkthroughs and observations. • Recruit and train highly qualified incoming instructional leaders. • Facilitate collaboration among instructional leaders across disciplines and schools. • Collaborate with school leaders on hiring of staff when appropriate. • Work with the ReSolve shared service team to field parent and community concerns, questions and outreach, helping with action plans when necessary.	• Ability to be flexible, resilient, and adaptable to changing priorities. • Proven written and verbal communication skills.

Chief Youth Development Officer	
Responsibilities	**Qualifications**
• Hire and supervise Youth Advocates • Provide ongoing training and support to Youth Advocates • Participate in development and implementation of Summer Institute for staff • Refine positive behavioral intervention and support (PBIS) and restorative justice (RJ) practices and procedures • Provide interventions with students and their families when needed • Oversee development of Academic and Personal Behavior competencies and related assessments • Develop partnerships with external service providers • Coordinate wrap-around support services with external community service organizations and agencies • Collect and analyze data, including attendance, academic performance and social-emotional indicators • Evaluate internal and external wrap-around support services	• Direct experience working with urban Black and Latino youth • Experience with case management, youth development and/or social work • At least 5 years of experience managing adults • Effective trainer of adults • Ability to be tough with service providers, including case workers and parole officer, to ensure students and their families receive the best level of care • Holds self and others to high standards • Models effective inter-personal skills • Puts student first • Strong skills using data to evaluate and support positions