

**APPLICATION SUMMARY**

Charter School Name	Compass Charter School
Applicant Names	Michelle Healy, Brooke Peters
Applicant Email Addresses	[REDACTED]
Applicant Contact Telephone Number	[REDACTED]
Media Contact	Todd Sutler
Media Contact	todd@odysseyinitiative.org
District of Location	New York City, CSD 17
Opening Date	September 2014
Proposed Charter Term	5 Years
Proposed Management Company or Partners	None
Projected Enrollment and Grade Span During Charter Term	Year 1: K-1, 132 students Year 2: K-2, 198 students Year 3: K-3, 264 students Year 4: K-4, 330 students Year 5: K-5, 396 students
Projected Maximum Enrollment and Grade Span	K-5, 396 Students
Mission Statement	Compass Charter School is a safe and nurturing educational environment that honors the individuality of each learner. By engaging in a process of inquiry, our graduates will be equipped with the necessary skills to lead fulfilling personal and professional lives, including a developed sense of self, the ability to think in innovative and flexible ways, and the inspiration to make a positive impact on their community.

**Mission and Vision:** The founders of Compass Charter School have designed a school based on their core beliefs that children are innately curious and seek to understand the world around them through authentic engagement with their environment and the people in their community. We will use the lens of sustainability to design inquiry-based interdisciplinary units of study that will support students in learning and applying knowledge in real-world contexts. Our strong emphasis on student achievement in the core subjects of literacy and math will help our students build an educational foundation that will support higher learning. In addition, we will incorporate the arts into our core curriculum as a way to communicate, experience, and learn.

We intend to be a school environment that emphasizes learning for all. Our full Integrated Co-Teaching model across all classrooms will create an inclusive environment that welcomes a diversity of learners. A strong professional development program for teachers will raise achievement in our students. We will view families as partners in the learning process and will collaborate with them to bridge student learning experiences inside and outside of school.

As founders of The Odyssey Initiative, we have dedicated this year to studying innovative schools to observe, document and share the effective systems and practices the schools have put in place. As of March 14, 2013, we have visited 46 schools in 19 states. Our planning has been informed and our model has been strengthened by this research.

#### **Key Design Elements:**

- ***Educational Programs and Structures to Promote Student Achievement:***
  - **Inquiry** is the base component of the natural learning process. Students at all grade levels will engage in meaningful inquiry-based interdisciplinary projects. All students will participate in a variety of research practices, including observations, question development, interviews, artifact collection, field visits, note taking and hands-on experiments.
  - **Sustainability education and sustainable practices** will be infused through the daily practices and curriculum of CCS. Our interdisciplinary units of study will give students opportunities to examine the concepts of environmental stewardship, resource management, social justice, and economic justice. We will incorporate sustainable practices like recycling, eating responsibly sourced food, and using energy efficient products in our school environment. We will also encourage students, families, and staff to adopt these practices in their lives outside of school.
  - CCS will value **the arts** as a form of communication and expression. Visual arts, music, and movement/dance will be incorporated into the CCS model. Arts specialists will design discipline-based courses as well as plan lessons and co-teach with classroom educators to fully integrate the arts into the core subjects.
  - **Multi-faceted assessment practices** will gauge student academic achievement and growth. A range of formative and summative assessments will be utilized to supply CCS educators with a breadth of data that will inform daily instruction.
  - **Integrated Co-Teaching** will be implemented across all classrooms to promote an inclusive educational environment. Having two teachers in a classroom allows for a small student-to-teacher ratio and can offer a supportive least-restrictive

environment for students with IEPs. A variety of ICT instructional models will be utilized to meet the needs for all students.

- The practice of **looping** will be used to provide an opportunity for teachers to form strong personal relationships with their students as well as their families. Co-teaching teams will loop, or move up, with the same group of students for two years (K-1, 2-3, 4-5).
- Our **extended school day** will be from 8 A.M. to 4 P.M. four days a week. Each school year, this will give our students approximately 3 weeks more of additional instructional time than the district average. We will also seek to develop or partner with afterschool programs for our students.
- **Professional Learning Community:**
  - **One Early Release Day for Students** per week at 1 P.M. will allow teachers to participate in a four-hour professional development block during the regular hours of a workday. During this time, teachers will participate in a host of learning activities, including collaborative team planning, peer coaching partnerships, professional literature circles, and student data analysis sessions.
  - The **Clinical Supervision** cycle will be used by administrators, coaches, and teachers to support instruction and reflection.
  - **The Danielson Framework** will be used to evaluate teacher performance and provide standardized feedback for educators to use in their professional goal-setting practice.
  - The **CCS Summer Teachers' Institute and Quarterly Planning Days** will add 22 days of Professional Development and planning time to teachers' schedules.

**Target Population:** CCS will provide a progressive, inquiry-based education model to K-5 students of Community School District 17 in Central Brooklyn. We designed our educational program to meet the needs of a diverse group of learners reflective of the community of Central Brooklyn and will do extensive recruitment to attract a student body that will meet projected enrollment and retention targets for our neighborhood.

**Staffing:** Our school will be co-led by two Directors of Curriculum and Instruction (DCIs) and one Director of Operations (DoO). This leadership structure will promote a school environment that values collaboration while providing a structure that allows the DCIs to fully focus on instruction, professional development, and student achievement while the DoO oversees the work necessary to running an effective and fiscally sound organization. We will implement an Integrated Co-Teaching (ICT) model across all of our classrooms, employing both a general and special education teacher to offer an inclusive environment to all students. We will also employ a host of Arts Specialists as well as a Sustainability Coordinator to incorporate the focuses of the arts and sustainability into our curriculum and school environment.

**Governance:** CCS will be governed by a Board of Trustees who will have expertise in areas applicable to the overseeing of a school. A balanced selection of people with expertise in progressive education, the community of Central Brooklyn, finance, real estate, law, fundraising, and organizational start-up and management. The board will be fully committed to realizing the mission and vision for the school and promoting high student achievement.

**CERTIFICATION AND ASSURANCES STATEMENT**

Proposed Charter School Name Compass charter School  
 Proposed School Location (District) Brooklyn CSD 17

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."<sup>6</sup>

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<sup>7</sup>
- 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;<sup>8</sup> 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.<sup>9</sup>

Signature of Applicants:	<i>Michele Healy</i>	<i>Brooke E Peters</i>
Date:	<i>3/15/13</i>	<i>3/15/13</i>
Print/Type Name:	<i>Michele Healy</i>	<i>Brooke Peters</i>

<sup>6</sup> N.Y. Education Law § 2854(2)(a)  
<sup>7</sup> ESEA § 5203(b)(3)(J)  
<sup>8</sup> ESEA § 5203(b)(3)(K)  
<sup>9</sup> ESEA § 5203(b)(3)(N)

# **Compass Charter School**

**Proposed Opening: September 2014**



**Proposal to the New York State Education Department**

**Submitted by: Michelle Healy and Brooke Peters  
March 15, 2013**

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## **Compass Charter School Application Attachments**

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Attachment 3a:	Sample Daily Schedules
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## I. Mission, Key Design Elements, Enrollment, and Community

### A. Mission Statement and Objectives:

#### **Mission Statement:**

Compass Charter School (CCS) is a safe and nurturing educational environment that honors the individuality of each learner. By engaging in a process of inquiry, our graduates will be equipped with the necessary skills to lead fulfilling personal and professional lives, including a developed sense of self, the ability to think in innovative and flexible ways, and the inspiration to make a positive impact on their community.

**Objectives:** CCS intends to create a school that provides progressive and innovative educational opportunities and a high level of academic achievement to a historically disadvantaged population of students in Brooklyn CSD 17. We intend to meet all six objectives outlined in the New York State Charter Law in the following ways:

**Improve Student Learning and Achievement:** CCS will use student assessment data to inform planning and instruction and will offer a host of teaching approaches to appeal to a diversity of learning styles and levels. Our inquiry-based, interdisciplinary units of study will engage and support students in the learning process through making authentic connections to the world and their surrounding community. Units of study will be crafted using the *Understanding By Design*<sup>1</sup> framework. Teachers and administrators will create a path for academic goal achievement by setting clear benchmarks in each unit of study and using student data in tandem with the Common Core State Standards to influence planning.

**Increase Learning Opportunities for All Students:** CCS is committed to serving all students, especially those who are at-risk for academic failure. We will provide an Integrated Co-Teaching (ICT) model in every classroom to serve a variety of learning needs, ensure a smaller student to teacher ratio, and give more opportunities for small group instruction and intervention. We will also offer a systematic Response to Intervention (RtI) program in which we will create academic benchmarks for each reporting period, track student progress over time, and implement necessary academic and social-emotional interventions as needed. A Child Study Team (CST) will be utilized for making referrals to the Committee on Special Education (CSE). CCS is committed to providing related services such as counseling, speech, occupational therapy, and physical therapy to students with Individualized Education Program (IEP) related service mandates or to those who are assessed as at-risk.

**Use of Different and Innovative Teaching Methods:** The founding team dedicated the 2012-2013 school year to traveling the country in an effort to identify and share effective practices in some of America's best schools. As of March 2013, we have visited 46 schools in 19 states (including 6 schools in the NYC area) and have used what we learned on our journey to create an innovative and progressive model for educating children in CSD 17.

CCS believes that all children benefit from an inquiry and place-based learning approach, as it has been shown to increase student achievement and help students become active citizens in their

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<sup>1</sup> Wiggins, G. and McTighe, J. (2013) *Understanding by Design, Expanded 2<sup>nd</sup> Edition*. Alexandria, VA: Association for Supervision and Curriculum Development

communities.<sup>2</sup> Our model will weave the theme of sustainability into the core academic program. Sustainability is a curricular focus that has been shown to increase academic achievement, have a positive effect on student behavior and school attendance, and improve students' attitudes towards learning.<sup>3</sup> We plan to use the Cloud Institute's Education for Sustainability Standards and Performance Indicators<sup>4</sup> (EfS) in conjunction with the Common Core State Standards to plan interdisciplinary units of study that incorporate the core subjects of reading, writing, and mathematics with sustainability topics that encompass social studies and science. We also believe in the importance of providing a robust discipline-based arts program for all students and will work toward integrating the arts into the core curriculum. Student learning in the arts has been linked to increased achievement in reading, math, and social studies.<sup>5</sup>

**Creating New Professional Opportunities for Teachers, School Administrators, and Other School Personnel:** CCS is dedicated to creating a strong professional learning community for all and will offer Integrated Co-Teaching in all classrooms. We plan to provide adequate time for teacher professional development, analysis of student data, and planning rich units of study. Teachers will have one hour of preparation time four days a week and will have four hours of professional development time during our weekly early release day. During this time we will prioritize grade-level planning, professional literature circles, peer coaching, clinical supervision, and other goal-based, differentiated professional development offerings.

**Expanded Choices in the Types of Educational Opportunities:** CCS's approach to sustainability education and arts integration coupled with high expectations for student achievement is unique in the educational landscape in Brooklyn CSD 17. We will provide an opportunity for students with special needs to participate fully in our experiential learning program while also offering related services to both students with IEPs and at-risk students. We view parents as partners in their child's education and will offer many opportunities for parent learning and involvement in the form of workshops, informational meetings, book clubs, curriculum nights, project culminations, student-led conferences, and participation in our Family-School Collaborative.

**Change from Rule-Based to Performance-Based Accountability Systems:** CCS will meet the requirements outlined in the Charter School Performance Framework to show progression towards student learning targets as well as organizational goals. Our achievement goals are performance-based and CCS will use a variety of assessment tools to measure student progress. In addition to NY State exams in ELA, math, and science, CCS will use performance-based assessments such as the Fountas and Pinnell Benchmark Reading Assessment, Fox In A Box Developmental Literacy Assessment, Fox Adds Up Developmental Math Assessment, Brigance K-1 Screen, Terra Nova 3, writing rubrics, anecdotal notes from observations and conferences, and student work artifacts to assess each child holistically as well as to evaluate our academic program.

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<sup>2</sup> "Emphasizing hands-on, real-world learning experiences, this approach to education increases academic achievement, helps students develop stronger ties to their communities, enhances students' appreciation for the natural world, and creates a heightened commitment to serving as active, contributing citizens." Sobel, David (2004). *Place-Based Education: Connecting Classrooms & Communities*. Portland, ME: Stenhouse.

<sup>3</sup> <http://cloudinstitute.org/efs-research-results/>

<sup>4</sup> For more information on the Cloud Institute's Education for Sustainability Standards and Performance Indicators, please see <http://cloudinstitute.org/cloud-efs-standards/>

<sup>5</sup> For more information about how the arts improve student learning, please see Ruppert, S. (2006) *Critical Evidence: How the Arts Benefit Student Achievement*. National Assembly of State Arts Agencies

## B. Key Design Elements

- ***Educational Programs and Structures to Promote Student Achievement:***
  - **Inquiry** is the base component of the natural learning process. Students at all grade levels will engage in meaningful inquiry-based interdisciplinary projects. All students will participate in a variety of research practices, including observations, question development, interviews, artifact collection, field visits, note-taking and hands-on experiments.
  - **Sustainability education and sustainable practices** will be infused through the daily practices and curriculum of CCS. Our interdisciplinary units of study will give students opportunities to examine the concepts of environmental stewardship, resource management, social justice, and economic justice. We will incorporate sustainable practices like recycling, serving responsibly sourced food, and using energy efficient products in our school environment. We will also encourage students, families, and staff to adopt these practices in their lives outside of school.
  - CCS will value **the arts** as a form of communication and expression. Visual arts, music, and movement/dance will be incorporated into the CCS model. Arts specialists will design discipline-based courses as well as plan lessons and co-teach with classroom educators to fully integrate the arts into the core subjects.
  - **Multi-faceted assessment practices** will gauge student academic achievement and growth. A range of formative and summative assessments will be utilized to supply CCS educators with a breadth of data that will inform daily instruction.
  - **Integrated Co-Teaching** will be implemented across all classrooms to promote an inclusive educational environment. Having two teachers in a classroom allows for a small student-to-teacher ratio and can offer a supportive least-restrictive environment for students with IEPs. A variety of ICT instructional models (see section II. G.) will be utilized to meet the needs for all students.
  - The practice of **looping** will be used to provide an opportunity for teachers to form strong personal relationships with their students as well as their families. Co-teaching teams will loop, or move up, with the same group of students for two years (K-1, 2-3, 4-5).
  - Our **extended school day** will be from 8 A.M. to 4 P.M. four days a week. Each school year, this will give our students approximately 3 weeks more of additional instructional time than the district average. We will seek to develop an afterschool program or partner with afterschool programs for our students.
- ***Professional Learning Community:***
  - **One Early Release Day for Students** per week at 1 P.M. will allow teachers to participate in a four-hour professional development block during the regular hours of a workday. During this time, teachers will participate in a host of learning activities, including collaborative team planning, peer coaching partnerships, professional literature circles, and student data analysis sessions.
  - The **Clinical Supervision** cycle will be used by all instructional staff to support individual teaching practice and reflection.
  - **The Danielson Framework** will be used to evaluate teacher performance and provide standardized feedback for educators to use in their professional goal-setting practice.

- The **CCS Summer Teachers' Institute and Fall/Winter Planning Days** will add 22 days of Professional Development and planning time to teachers' schedules.

**C. Enrollment, Recruitment, and Retention**

**Growth Plan:** In its first year of operation, CCS will enroll students in kindergarten and first grade and add one grade per year throughout the initial charter term. At full capacity, the school will serve 396 children in grades K-5.

<b>Projected Enrollment Over the Charter Term</b>						
<b>Grade</b>	<b>Ages</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>
<b>K</b>	4-5	66	66	66	66	66
<b>1</b>	5-6	66	66	66	66	66
<b>2</b>	6-7	-	66	66	66	66
<b>3</b>	7-8	-	-	66	66	66
<b>4</b>	8-9	-	-	-	66	66
<b>5</b>	9-10	-	-	-	-	66
<b>Totals</b>		132	198	264	330	396

\*Section III. K explains how we conservatively budgeted for the possibility of attrition.

**Rationale for Growth Plan:**

- In order to best support the growth of a cohesive school culture and community, we believe that it is optimal to begin with only the kindergarten and 1st grade. If we were to accept the upper elementary grades in our first year, the vast range of our students' school experiences would create a broad spectrum of academic needs that would be difficult to meet in the first year of operation. By starting with a small group of students, we will be able to face the challenges of a new school while building a close-knit community of learners.
- In order to make the CCS program available to as many students as possible, we will backfill all empty seats in kindergarten through fifth grade.
- After traveling and observing schools of various sizes, we feel that three classes of 22 students at each grade level is optimal: this allows for a community small enough for children, families, and students to know each other well while being large enough to serve an adequate portion of students in the community. Having 22 students in each class allows for an 11:1 student to classroom teacher ratio, which will offer each student individualized learning in a small group setting.

**Recruitment:** CCS will engage in a rigorous recruitment process to attract a diverse student body reflective of the population in CSD 17. During the recruitment period, CCS staff will visit a variety of locations, including early learning centers, Head Start programs, community-based organizations, faith-based organizations, libraries, local housing complexes, and local retail stores to distribute brochures and flyers about the program. We will continue to hold meetings in a variety of locations and advertise those events in mailers and flyers around the community. We will also send out a vanguard mailer to all addresses located in CSD 17. Upon moving into our school space, we will conduct school information sessions and take prospective families on tours or the building.

**Recruitment of Special Populations:** CCS will strive to create a student population reflective of the residents in CSD 17. CCS will conduct a comprehensive recruitment campaign to enroll students with special needs, English Language Learners, and/or those who are eligible for free or reduced lunch. We are confident that our specialized program, including our schoolwide ICT classroom model, commitment to supporting students with special needs, integration of the arts, creation of a sustainability-focused curriculum, and aggressive recruitment of a diverse staff will appeal to a variety of racial, ethnic, and linguistic groups and will create a diverse student population. The following recruitment strategies will be used to attract these student populations:

<p><b>Students with Disabilities</b></p>	<ul style="list-style-type: none"> <li>• Our school brochure will include information about the components of the educational program and offered services that will benefit students with disabilities</li> <li>• We will host presentations and distribute information at early education and community-based centers and organizations that serve students with disabilities.</li> <li>• We will inform the CSD’s Committee on Special Education of our services and request that they share our program with interested families.</li> <li>• Our website will comprehensively list services that may benefit Students with Disabilities</li> </ul>
<p><b>English Language Learners</b></p>	<ul style="list-style-type: none"> <li>• We will conduct distribution and direct mailing of our brochure translated into languages represented in the community.</li> <li>• We will host presentations and distribute information at preschools, daycares, community centers, and community-based organizations that serve non-English speaking populations</li> <li>• CCS will have translators available for family conferences and meetings and will use DoE services to translate school documents into languages represented in the school</li> </ul>
<p><b>Students Eligible for Free and Reduced Lunch</b></p>	<ul style="list-style-type: none"> <li>• We will host presentations and distribute information at early education and community-based centers that serve students and/or offer support to low income families.</li> <li>• Distribution and direct mailing of brochure to New York Public Housing locations</li> </ul>

**Enrollment:** CCS will enroll students in accordance to Article 56, Section 2851 of the Charter Schools Act. Our school will enroll new students by application. Prospective families will be asked to fill out an application that asks only for the information needed to determine eligibility and preference criteria. Applications will be provided in a variety of languages and will be available in paper form as well as online. In the event that the number of applicants is higher than the number of available seats, a lottery will be held to choose students. In year one, the lottery will fill available seats in kindergarten and first grade. In subsequent years the lottery will fill available seats in kindergarten as well as any available seats in other grades. Preference in the lottery will be given to siblings of CCS students and children who reside in CSD 17. Students who do not receive a seat will be placed on a waiting list by grade in the order that they are drawn. In the event that a seat becomes available, the parents/guardians of the next student on the waiting list will be notified and given 24 hours to decide whether to enroll their child in our program.

**Meeting Enrollment and Retention Targets:** Over the course of the past year, we have had the opportunity to hear from parents in Central Brooklyn about their hopes and dreams for their

child's school. Based on their comments, we will implement the following practices to retain students and families:

- **Engaging Learning Opportunities:** CCS's educators will strive to make learning a joyful experience for all children. Our inquiry-based curriculum will provide students with choices in their learning and give children the ability to apply knowledge to applicable real world situations. Our staff will also show a commitment to meeting the needs of all learners. The curriculum will be challenging enough for all students without being overwhelming. Our classroom teachers will work to provide extension and intervention opportunities when a student displays he or she needs it.
- **Transparency:** CCS educators and staff will create a culture of transparency with families. Parents and guardians will be welcomed into our school building and will be given opportunities to visit their child's classroom and/or volunteer. Classroom teachers will regularly contact parents and guardians to share student progress, and form a trusting, collaborative relationship. Parents/guardians will be invited into the school multiple times a year to celebrate student work, learn about the CCS curriculum, and discuss their child's academic and social growth.
- **Support Services:** To maintain an inclusive environment, we will offer a host of supportive services for Students with Disabilities, English Language Learners, and students who are eligible for free and reduced lunch, including the ICT model in every classroom and the other services mentioned in Section II. G.
- **Safe, Positive Culture:** CCS will promote a positive and respectful culture in which students feel cared for, known, and safe. Educators will ensure both the physical and emotional safety of students by ensuring an inclusive environment free of discrimination and harassment.

We acknowledge the calculated adjusted enrollment targets (93% FRL, 10% ELL, 13% SWD) and retention targets (77% FRL, 71% ELL, 68% SWD) for CSD 17 and will work in accordance to the law to meet those targets. If over time the Board of Trustees and Executive Leadership Team notice that the student population does not reflect the demographics of the neighborhood, we will evaluate our recruitment practices and incorporate new strategies to attract the target population. In the event that we exhaust all recruitment possibilities and still have a population that does not represent the demographics, we will consider setting preferences within our lottery.

#### **D. Community to be Served**

**Description of Student Population:** CCS intends to be located in Brooklyn CSD 17, which encompasses Crown Heights, East Flatbush, Prospect Lefferts Gardens, and Prospect Heights. CSD 17 is a diverse district with the majority of children living in poverty. Demographic information for CSD 17 is provided below.

<b>Brooklyn Community School District 17<sup>6</sup></b>	
CSD 17 Student Population	26,188
Black	83%

<sup>6</sup> The New York State District Report Card, Accountability and Overview Report, 2010-2011

Hispanic	13%
Asian	2%
American Indian	1%
White	1%
Students Who Qualify for Free Lunch	80%
Students Who Qualify for Reduced Price Lunch	6%
Students with Limited English Proficiency	10%

**Addressing the Needs of CSD 17:** CCS will address the needs of CSD 17 by providing access to a progressive, inquiry-based model and high expectations for student achievement. We have selected a focus on sustainability education, place-based education, and the arts because they have all been proven to raise academic achievement in the core content areas and increase student commitment to their surrounding community. We plan to increase student achievement for the students who enroll at CCS and we aim to have a positive impact on the surrounding community by inviting community members to participate in our garden program, school workshops and events. Our students and staff will also design, organize and participate in service projects in the neighboring community.

**Assessment of Parent and Community Support:** When the founding group started the planning process for CCS, we initially met with families in many areas of Central Brooklyn to gauge interest in a progressive educational option for elementary students. With each meeting we held, we met more and more families from CSD 17 who were looking for high quality educational options for their own children. For the past several months, we have continued to meet with residents of CSD 17 and have held outreach meetings or met with representatives from local daycares, preschools, libraries, homes, community organizations, faith-based organizations, and businesses. Families from CSD 17 have specifically expressed a desire for schools that emphasize critical thinking skills, prioritize community engagement, and utilize an inquiry-based approach to learning that incorporates real world contexts. They also want and deserve a public school option in which the majority of the students score proficient on state math and ELA exams.

**Commitment to CSD 17:** The founding team is comprised of three experienced educators who have taught elementary grades in locations that are similar to CSD 17. They met while teaching at a diverse and progressive school in CSD 13. Members of the founding team have also taught in Harlem, the South Bronx, and South Central Los Angeles, all of which have levels of poverty similar to those in Brooklyn CSD 17. The population is rapidly changing and while we are committed to meeting the enrollment and retention targets outlined in our application, we know that students benefit from learning in a setting that is both racially and socio-economically diverse.<sup>7</sup> We will work to balance the enrollment and retention targets with the changing demographics of the neighborhood while also striving to promote a racially, ethnically, and linguistically diverse populations as outlined in NYSED Design Priority 8. Each of the founding

<sup>7</sup> <http://www.splcenter.org/get-informed/news/diverse-schools-are-essential-for-the-nation-s-success>, <http://www.pnewsire.com/news-releases/national-coalition-on-school-diversity-research-documents-benefits-for-white-children-from-diverse-k-12-classrooms-176811251.html>

team members have been residents of Central Brooklyn for several years and have developed a vast knowledge of community organizations and resources that they will utilize to create partnerships to enhance the educational program for the students we serve.

**Enhancing Educational Options in CSD 17:** CCS will offer an educational option that is unique in CSD 17. We will be the only inquiry-based school that will offer sustainability education as well as arts integration. In addition to offering an innovative approach to education, we will ensure that our students meet the goals outlined in the Charter School Performance Framework and that we meet our own academic achievement goals. The data below show that less than half of the students in grades 3-5 in CSD 17 are not proficient in ELA and approximately half of the students in grades 3-5 in CSD 17 are not proficient in mathematics. Our program aims to work to close this achievement gap through experiential learning, differentiated instruction, and targeted intervention. We will also work closely to meet the goals outlined in student IEPs and work to raise student achievement for our students with disabilities as well as for our students who are Limited English Proficient.

**NY State Exam Data CSD 17<sup>8</sup>**

English Language Arts				Mathematics			
Grade	All Students in Grade	Students with Disabilities	Students who are Limited English Proficient	Grade	All Students in Grade	Students with Disabilities	Students who are Limited English Proficient
Grade 3	43%	16%	31%	Grade 3	49%	23%	38%
Grade 4	44%	14%	21%	Grade 4	50%	23%	35%
Grade 5	40%	17%	11%	Grade 5	51%	27%	32%

**E. Public Outreach**

The founding team of Compass Charter School has enacted a rigorous community outreach effort to inform the community about our proposed school and solicit feedback on our school design. Evidence of this outreach is provided in Attachment 2. The details of our effort are listed below.

- **Public Outreach Meetings:** We hosted two town hall style meetings at local branches of public libraries in CSD 17. Both of these meetings were publicized at the branch libraries, online, and through flyers that were posted throughout CSD 17 and handed out to parents at local preschools, daycares, and community organizations.
- **Meetings with Local Parents:** The founding team of CCS hosted 11 events in local residences in Central Brooklyn to share our school design and request input from families regarding our school model. These meetings were publicized through parent listservs and blogs.
- **Outreach to Education Leaders:** Along with a group of concerned Brooklyn parents and educators looking to enhance the educational opportunities available in Central Brooklyn, we met with Marc Sternberg, Deputy Chancellor, and the Office of Portfolio Planning of the NYCDOE to discuss progressively-angled public school options in Central Brooklyn (including CSD 17). After our initial meeting with Mr. Sternberg, the

<sup>8</sup> The New York State District Report Card, Accountability and Overview Report, 2010-2011

CCS founding team met with Miriam Sondheimer and her team in the Office of Portfolio Planning to further discuss our proposed school model and solicit feedback. We also scheduled a meeting with the Superintendent of CSD 17 Buffie Simmons and Administrative Assistant Mary Rivera to solicit their feedback regarding our model.

- **Outreach to Local Preschools, Daycares, and Head Start Programs:** We have held two meetings at local preschools in CSD 17. We have also visited a host of other preschools, daycares, and Head Start Programs to share information about our proposed school and to invite parents to our community outreach events.
- **Outreach to Community-Based Organizations:** The CCS founding team met with leaders at the Thomas S. Murphy Clubhouse of the Boys and Girls Club and the Pratt Area Community Council. We shared information about our proposed school modeled and asked for feedback from their leaders. The Boys and Girls Club invited us to share our school model at one of their parent meetings, which typically have between 100 and 150 parents in attendance. We plan to present at their meeting on May 1<sup>st</sup>. We have also reached out to Elim International Fellowship, a faith-based organization that serves children.
- **Media Coverage:** The founding team has been featured in local and national press and have been recognized for their efforts to identify and share effective practices through their interactive website. Each of the articles, blogs, and interviews highlights the fact that the founding team is on a quest to offer a high-quality and innovative educational approach to children in Central Brooklyn. We have been featured in the following media outlets: The Q at Parkside (Prospect-Lefferts Gardens-Based Blog)<sup>9</sup>, SchoolBook<sup>10</sup>, GOOD<sup>11</sup>, The Daily Brink<sup>12</sup>, PSFK<sup>13</sup>, and Bloomberg EDU Radio with Jane Williams.<sup>14</sup>
- **Internet/Social Media:** We built a website ([www.brooklyncompass.org](http://www.brooklyncompass.org)) that outlines the mission, vision, and key design elements of our proposed school model. The website also includes a feedback form to seek opinions and ideas from interested parties. We have also created a CCS Facebook page (<https://www.facebook.com/CompassCharterSchool>) as well as a CCS Twitter account (@compasscharter). We have used these forms of social media to share postings for upcoming community outreach, to share our mission and model, to share our progress toward being granted approval on our charter, and to gather input.
- **Elected Officials:** We met with representatives from Speaker Christine Quinn's Office to share what we have learned so far in our travels and to discuss and get feedback about our proposed school model. We also met with Ms. Veronica Waters in the CEC office.
- **Meeting with Local Business Owners:** We met with the owners of Park Delicatessen (Valentine Leung and Michael J. Sclafani) and Play Kids toy store (Shelley Kramer) to

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<sup>9</sup> <http://theqatparkside.blogspot.com/>

<sup>10</sup> <http://www.schoolbook.org/2012/04/18/in-gentrified-brooklyn-hopes-for-more-school-alternatives/>

<sup>11</sup> <http://www.good.is/posts/three-teachers-are-on-a-nationwide-quest-to-design-and-open-the-ultimate-school>

<sup>12</sup> <http://www.dailybrink.com/?p=5222>

<sup>13</sup> <http://www.psfk.com/2012/07/build-perfect-school.html>

<sup>14</sup> [http://media.bloomberg.com/bb/avfile/Bloomberg\\_EDU/vhXa2Qzyv0VM.mp3](http://media.bloomberg.com/bb/avfile/Bloomberg_EDU/vhXa2Qzyv0VM.mp3),

[http://media.bloomberg.com/bb/avfile/Bloomberg\\_EDU/v0IxpjJqM5hk.mp3](http://media.bloomberg.com/bb/avfile/Bloomberg_EDU/v0IxpjJqM5hk.mp3)

learn more about the community, share our model, and listen to ideas about education from local residents. These storeowners are also parents who reside in CSD 17.

- **Signatures of Support:** In the past year we have met with over 150 families in Central Brooklyn and have secured over 200 signatures of support for opening an inquiry-based, progressive school from parents of school-aged children. Over time, we noticed that families in CSD 17 do not have many progressive school options, and focused our outreach on CSD 17.
- **Cadre of Parent Volunteers:** Parents have been eager to join our efforts to bring a progressive school to CSD 17 and have volunteered to help set up community outreach meetings, distribute flyers, and spread the word about our model.

**Using Feedback to Inform our School Design:** We begin each parent meeting by asking families what they are looking for in a school for their children. They provided us with the following words to guide the planning of our school model: “inspiring, active, involved, community-oriented, joyful, rigorous, trusting, diverse, responsive to parents, transparent, small class size, know children well, hands-on learning style, recognize problems when they arise, safe and supportive environment, child-centered, capacity to serve students with special needs and English Language Learners, flexible, a school that fits around the children it serves, and an asset-based approach (rather than a deficit approach) to teaching children.” This feedback has been crucial to the development of our model and we have created a model that we believe addresses all of these parental concerns and wishes for the children of CSD 17.

We have specifically asked for feedback regarding our proposed school model in every meeting, event, and conversation we have had. We have also emailed families after our meetings to ask for written feedback. There is also a feedback form on our CCS website and families are free to post their feedback to our website, CCS Facebook page and/or CCS Twitter account. We have also distributed our email addresses to all stakeholders we have met with and have received many emails of support and feedback (See Section 1. C.)

## **F. Programmatic and Fiscal Impact**

**Programmatic Impact:** We do not believe Compass will have a negative impact on any of the surrounding schools in CSD 17. We will open with 132 students and will reach a maximum of 396 students by the end of our fifth year, which is .015 percent of total enrollment in CSD 17 (26,188 students). Moreover, none of the elementary schools in CSD 17 offer an academic program similar to the Compass model. A spring 2012 study by the New York City (NYC) Charter School Center on the existing demand for charter schools highlighted Central Brooklyn (including CSD 17) as one of the three areas in NYC where a majority of students apply to charter schools. According to this study, the charter school waiting list in Central Brooklyn as of spring 2012 stood at 15,126. We do not believe that the addition of another charter school will have a negative impact on the existing schools in CSD 17. We do believe that Compass will have a positive impact on schools throughout CSD 17. As demonstrated by our research with The Odyssey Initiative, we believe in collaborating and sharing best practices to improve instruction for all students. Since the OI website launched in September, over a thousand people have visited it to learn about our observations. We plan to continue this practice and use Compass as a lab

school to share best practices with interested parties. It is our hope that the schools in CSD 17 will be the first to benefit from our innovative practices and will visit our facility.

**Fiscal Impact:** As shown below the fiscal impact of Compass (at maximum enrollment) will be small:

School Year	Charter Year	Estimated Maximum Revenue	NYCDOE Budget	Percent Impact
2014-15	1	\$2,414,179	\$24,000,000,000	.01
2015-16	2	\$3,015,997	\$24,000,000,000	.013
2016-17	3	\$3,993,627	\$24,000,000,000	.017
2017-18	4	\$4,951,705	\$24,000,000,000	.021
2017-18	5	\$5,890,621	\$24,000,000,000	.025

## II. Educational Plan

**A. Achievement Goals:** Compass Charter School has rigorous academic standards and students will be assessed regularly across several academic areas. These assessments will be used to monitor individual student progress, plan further instruction and/or interventions, assess the efficacy of the curricular program, and ultimately hold the school accountable for the goals in its charter.

Student performance on New York State Assessments will be used to gauge the school’s progress toward providing an excellent education for all children who attend. CCS will meet the growth and attainment benchmarks in the Charter School Performance Framework. School-based assessment goals are included below.

### **Goal 1: Compass Charter School students will read and write at or above grade level.**

- Annually, a minimum of 75% of students in grades K-5 will score at grade level according to Fountas and Pinnell Benchmark Reading Assessment (See updated grade level correlation chart from 2012).
- Annually, a minimum of 75% of students in grades K-2 will perform at grade level in phonemic awareness, phonics, and vocabulary, according to First Performances Fox In A Box Assessment (formerly known as ECLAS-2).
- Using school-created writing rubrics for each grade level, a minimum of 75% of students in grades K-5 will achieve a level 3 or 4 on independent writing assessments administered three times each school year.
- Annually, a minimum of 75% of students in grades K-2 who have been enrolled at Compass Charter School for at least one academic year will score proficient on the Terra Nova 3 Reading and Language Assessment.
- A minimum of 75% of students in grades 3-5 who have been enrolled at Compass Charter School for at least two academic years will achieve a score of 3 or 4 on the New York State ELA Exam each year.
- Compass Charter School students will perform at least 10 points higher than other students in CSD 17 on the New York State ELA Exam.

### **Goal 2: Compass Charter School students will demonstrate math skills at or above grade level.**

- Annually, a minimum of 75% of students in grades K-2 will perform at grade level in mathematics, according to First Performances Fox Adds Up Assessment.

- Annually, a minimum of 75% of students in grades K-2 who have been enrolled at Compass Charter School for at least one academic year will score proficient on the Terra Nova 3 Math Assessment.
- A minimum of 75% of students in grades 3 to 5 who have been enrolled at Compass Charter School for at least two academic years will achieve a score of 3 or 4 on the New York State Math Exam each year.
- Compass Charter School students will perform at least 10 points higher than other students in CSD 17 on the New York State Math Exam.

**Goal 3: Compass Charter School students will demonstrate mastery of content knowledge gained through our inquiry-based, interdisciplinary learning approach.**

- Students in grades K-5 will present their learning through end-of-project culminations and a minimum of 75% of students will score a level 3 or 4 on teacher-created unit assessment rubrics each year.

**Goal 4: Compass Charter School students will demonstrate proficiency in science.**

- A minimum of 75% of students in grade 4 who have been enrolled at Compass Charter School for at least two academic years will achieve a score of 3 or 4 on the New York State Science Exam each year.

**Goal 5: Compass Charter School will retain its students from year to year.**

- Compass Charter School will retain 93% of its students from year to year.

**B. School Schedule and Calendar**

Sample weekly schedules for teachers and students are provided in Attachment 3a. The CCS schedule incorporates the elements described in our mission and school overview.

**Extended Learning Time:** Our school day will run from 8am until 4pm four days each week and 8am until 1pm one day each week to accommodate early release time for staff professional development. With a longer school day four days a week, our students will have the equivalent of 14 additional school days each academic year. CCS will also provide or find a partner to provide an afterschool program within the first three years of its initial charter.

**Increased Professional Development Time:** Once a week, teachers will have four hours of early release time for grade level planning, individualized professional development sessions, and school-wide meetings and professional development. Teachers will also have one hour on each of the other four days during the school week to plan with their co-teacher, meet with the Directors of Curriculum and Instruction (DCIs), analyze data to inform instruction, prepare for upcoming lessons, and communicate student progress with families. They will also have a duty free lunch and an additional 40 minutes of preparation time twice a week. In August of each year, our staff will convene for a Summer Institute where they will develop curriculum, establish and revisit school culture and community norms, set up their classrooms, meet with families, and write their individual professional development goals for the year.

In our study of schools this year, we have visited several successful schools and have modeled elements of our school schedule on the schedule at Lighthouse Community Charter School in Oakland, CA. Lighthouse provides summer professional development as well as a week of professional development each quarter. This provides time for teachers to analyze recent assessment data and use it to plan upcoming units of study that are reflective of student need. Our addition of 22 days of professional development throughout the school year calendar as well

as one early release day for professional development each week was inspired by the model at Lighthouse.

**Flexible Scheduling:** To allow long blocks of time for literacy, math, and integrated project work, teachers will work with their teaching partner to develop a schedule that reflects the basic tenets of our educational design (integrated project-based learning, balanced literacy, and constructivist math). All classrooms will have designated time for morning meeting, word study, reading workshop, writing workshop, project time, and exploration time. With two teachers in each classroom, intervention groups will be planned for flexible times throughout the week to ensure that students do not miss core academic instruction. The entire school will also convene for a Community Gathering for 30 minutes on Wednesday morning. All classes will reflect on their academic and social goals on Friday afternoon before leaving school for the weekend.

**Sample Daily Schedule**

7:30 – 8:00	Breakfast and Morning Recess
8:00 – 8:30	Morning Meeting
8:30 – 9:00	Word Study
9:00 – 10:00	Reading Workshop
10:00 – 11:00	Writing Workshop or Exploration Time (Project-oriented stations: Writing, reading, blocks, drama, sensory, science, art, woodworking)
11:00 -12:00	Recess and Lunch
12:00 – 1:15	Math Workshop
1:15 – 1:35	Interactive Read Aloud
1:35 – 1:50	Healthy Snack
1:35 – 1:50	Special Class: Sustainability, Music, Visual Arts, or Creative Movement
2:50 – 3:50	Project Time (Science, Social Studies, and Writing integrated within the inquiry-based projects)
3:50 – 4:00	End of Day Reflection and Pack Up
4:00	Dismissal

The table below illustrates the weekly number of minutes allotted to each content area. Literacy will be integrated within science and social studies projects in addition to dedicated literacy and science blocks throughout the week.

Literacy	830 minutes
Math	350 minutes
Social Studies/Science	570 minutes
Arts	120 minutes
Community Building	120 minutes

**Inquiry-Driven, Project-Based Learning:** We believe in an inquiry stance to teaching and learning and in order to provide a learning space that allows for interdisciplinary, project-based learning, it is essential to provide long blocks of time for this work. All classes will have 3.5

hours of dedicated Project Time each week in addition to 4 hours of small group project time or Exploration. Writing, Social Studies, and Science will be integrated into project work on a regular basis. Students will also receive an additional 2 hours of writing instruction each week, outside of the Project Time.

**Instruction in the Arts and Sustainability:** Our students will receive targeted instruction in the arts and sustainability when they go with their class to arts and sustainability classrooms throughout the week. In years one and two students will receive two hours of arts instruction each week in addition to two hours of sustainability instruction outside of their regular classroom instruction. In year three we will add two additional arts classes and students will have one session of sustainability, visual arts, music, and creative movement each week. The arts and sustainability will also be integrated within the projects that the students engage in during Project Time and Exploration. Both the arts teachers and the sustainability teacher will collaborate and plan with grade level teams. This will ensure that all projects are integrated and provide a range of experiences for all students.

**Increased Communication With Families:** Our teachers will meet with each student's family a minimum of four times every school year. At the beginning of each looping cycle (either before school starts or within the first two weeks of school), each family will meet with the classroom teachers for a listening conference. This meeting will allow parents to share important information about their child and also provide time for the teachers and the family to get to know one another and begin their partnership. In the second year of the loop cycle, the first meeting of the year will provide a chance for the family to share how their child has progressed throughout the summer and share any activities that the child participated in as well as to update the teacher on any changes in contact information and/or needs for the upcoming year. The remaining three meetings throughout the school year will be in conjunction with report cards. We believe it is vital to offer family conferences with each report card, especially at the end of the school year, in order to provide supports for summer learning and set the stage for a successful next year in school. Teachers will also communicate informally with families throughout the school year in the form of weekly class newsletters, phone calls, text messages, emails, updates at drop off and dismissal, evening and weekend family events, project culminations, and individual notes/letters sent home.

**Increased Community Building Time:** As a new school, we know it is vital to build a strong and caring school culture and community. We will do this through daily morning meetings in classrooms, a weekly all school community gathering, and end of the week reflection meetings in classrooms. These meetings will provide focused time for students to reflect upon the values of our school and also provide time to discuss how they are progressing on their academic and social goals. Our decision to include various meetings and reflection times throughout the week is based on our school research. The Center for Inquiry in Columbia, SC, Innovations Public Charter School in Kona, HI, Creative Arts Charter School in San Francisco, CA, and Integrated Arts Academy in Burlington, VT all incorporate these types of meetings and reflection opportunities into their models. The leaders of these schools shared the positive effects they have had on their school culture and community. They have helped to create a common language of learning and reflection, make sure every child is known, and create collegiality among the entire school community, i.e., children, families, and staff.

## C. Curriculum and Instruction

### Philosophy

“What we know most about children and young people is that they are always learning. That is their nature. As they touch the earth, observe the culture that surrounds them, listen to stories, and speak, they are achieving a personal relationship with the world, gaining what Jean Piaget calls a balance between ‘changing the world and changing themselves.’”<sup>15</sup>

The curriculum design of Compass Charter School is based on the founders’ core beliefs about children and learning. The following points detail those beliefs:

- **Our Beliefs About Children**
  - We believe that children are innately equipped to learn. Their natural disposition for learning causes them to inquire about the environment and community that surrounds them, fueling interactive exploration and research that leads to making connections, hypothesizing, synthesizing information, and creation of assumptions or rules.
  - We know that children enter school with vast, unique knowledge bases from experiences in their homes and communities. We believe that classrooms function best when they are made up of learners who have a variety of different background experiences. This diversity allows for students to expose each other to different cultures, beliefs, and ways of living, making them understand the world in a deeper way. In addition, research proves the overwhelming positive effects that a diverse student body plays on student achievement in core subjects, social interactions, and positive outcomes in a child’s future.<sup>16</sup>
- **Our Beliefs About Learning**
  - We believe that students are best served when they are deeply known by educators in the school community. Understanding a child as a person and a learner helps educators tailor curriculum and instruction to provide multiple access points to knowledge and meet the needs of each individual in their care.
  - During our year of travel, we observed and interviewed students and teachers at schools who engaged in project-based learning grounded in real-world contexts. Students at ACE Leadership in Albuquerque said that grounding their learning in the contexts of real projects, such as designing and building a bridge and kiosks for the U.S Fish and Wildlife Service Silvery Minnow Hatchery or presenting an urban planning project to the city's mayor, made them excited about learning and helped them understand the importance of what they were learning. Students at High Tech High said because of the presence of authentic real-life in their curriculum, they felt better prepared for what they will encounter in college and beyond. Because of these experiences, we believe that children become engaged and passionate about what they are learning when they can authentically apply knowledge within real world, community-based contexts.

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<sup>15</sup> Perrone, V. (1991). *A letter to teachers*. San Francisco, CA: Jossey-Bass.

<sup>16</sup> Mickelson, R.A. (2011). School integration and K-12 educational outcomes: A quick synthesis of social science evidence. Retrieved from <http://www.school-diversity.org/pdf/DiversityResearchBriefNo5.pdf>

- We believe that providing our students with choices in their learning builds a democratic learning environment that supports children in uncovering their passions, building autonomy, cultivating a motivation to learn. Environments in which students have choices have also shown to promote a higher rate of student interest and achievement.<sup>17</sup>

**Planning Process:** During its planning year, the CCS founders will participate in the development of a comprehensive curricular scope and sequence for each subject area. To create a viable scope and sequence, the founders will form planning teams made up of 1 to 3 educators in addition to themselves. The volunteer educators invited to participate will be coaches, professors, curriculum specialists, and classroom teachers who have a deep knowledge of the New York State and Common Core State Standards and at least 5 years of experience in curriculum design and teaching in the subject area. The assembled teams will use the resources mentioned below to design an engaging and challenging scope and sequence that aligns with the New York State and Common Core State Standards, a library of lessons pulled from the resources below and arranged by standard, and exemplar units of study for teachers to refer to in planning.

**Proposed Literacy Curriculum:** Based on our experiences as teachers in elementary classrooms along with current research in literacy, we are planning to create and implement our own balanced literacy curriculum. Our literacy curriculum will be based on the Common Core State Standards and we will use several current, evidence-based resources to guide the planning of our robust model. Our philosophy of teaching reading and writing aligns closely with the work of Lucy Calkins and her colleagues at Teachers College Reading and Writing Project and we plan to use many of their published resources in our literacy framework. We will also use the work of Richard Allington, Ellin Oliver Keene, Irene Fountas and Gay Su Pinnell, Carl Anderson, and Katie Wood Ray to guide the creation and implementation of our balanced literacy framework.

**Balanced Literacy Framework:** Teachers will use the components of a balanced literacy framework along with the Common Core State Standards to plan units of study and differentiated lessons to meet the needs of the students in their classrooms. To successfully incorporate a balanced literacy model, the following components will have time and space within the daily and weekly schedule.<sup>18</sup>

- **Reading Workshop:** Reading workshop will occur daily for 60 minutes. This time will primarily be used for students to read independently and authentically use the reading skills and strategies they are learning. Teachers will work with small groups of readers and confer with readers individually to support their growth. A short, whole-group mini-lesson will be included as well as a brief teaching share on most days<sup>19</sup>. Teachers will plan these lessons based on the needs of their students and the Common Core State Standards.
- **Writing Workshop:** Writing workshop will occur in isolation on 2 days a week for a 60-minute period and will be included within the 3.5 hours of Project Time in our weekly schedule to allow for authentic and content-based writing experiences that reflect the emphasis on informational and opinion-based writing included in the Common Core

<sup>17</sup> Kohn, A. (1993). Choices for children: Why and how to let students decide. *Phi Delta Kappan*. Retrieved from <http://www.alfiekohn.org/teaching/cfc.htm>

<sup>18</sup> Fountas, I & Pinnell, G. (1996). *Guided Reading: Good First Teaching for All Children*. Portsmouth, NH: Heinemann.

<sup>19</sup> Calkins, L. (2001). *The Art of Teaching Reading*. New York: Longman.

State Standards<sup>20</sup>. Writing Workshop will primarily be used for students to write independently and for teachers to confer with individual students as well as meet with small strategy groups. A short, whole-group minilesson will be included as well as a brief teaching share. Teachers will plan daily minilessons and strategy groups based on assessment data, anecdotal notes, and the Common Core State Standards. Teachers will utilize published resources from the following literacy organizations and authors: Teachers College Reading and Writing Project, Katie Wood Ray, Carl Anderson, and Ralph Fletcher. Teachers in kindergarten and first grade who are teaching emergent writers will draw heavily from the work of Martha Horn and Matt Glover in addition to the resources listed above.

- **Integrated Writing Opportunities**: In addition to a dedicated Writing Workshop, writing will also be integrated across the curriculum. Our Project Time will provide many opportunities for authentic writing, including informational posters, research books and papers, scripts for skits and presentations, reflective writing on the process of a research project, thematic poetry, narrative writing, and opinion writing based on a current event or issue that is being studied<sup>21</sup>.
- **Read Aloud**: Students will engage in an Interactive Read Aloud a minimum of one time per day. During this time, a teacher will model comprehension strategies and offer time for students to try out new or reviewed reading strategies. Classes will work together to create open dialogue that is not completely dependent on teacher direction. Teachers will use the Common Core State Standards to plan scaffolded lessons for high-level discussion of a variety of texts.
- **Word Study**: Students will have a 30-minute word study session each day, which will include instruction in phonological awareness, phonics, vocabulary, grammar and word use. These lessons will be planned using resources including *Words Their Way, Sounds In Motion, Fountas and Pinnell Phonics, Spelling K-8* by Diane Snowball and Faye Bolton, and *The Power of Grammar* By Mary Ehrenworth and Vicki Vinton. Students will be grouped flexibly and will participate in small, station groups to ensure access to a word study program that does not solely focus on phonics, but also additional important Language Standards and Foundational Skills outlined in the Common Core State Standards.
- **Guided Reading**: Guided Reading will be included within the daily Reading Workshop. All students will be part of flexible, small, guided reading groups that will convene with a teacher throughout the week. These lessons will provide an opportunity for students to learn a new reading strategy or revisit a previously taught reading strategy. Teachers will use data from the Fountas and Pinnell Benchmark Reading Assessment, weekly running records, reading conference notes, along with the guidance of the Common Core State Standards to plan these small groups.
- **Shared Reading**: Shared Reading will be incorporated within morning meeting, reading workshop, and our integrated Project Time. Teachers will model appropriate phrasing and fluency and the class will be given many opportunities to read and reread a text together. This type of reading will often come in the form of poems, songs, and big books in the lower grades. Upper grade students will read short texts, poems, and articles

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<sup>20</sup> Calkins, L., Ehrenworth, M., & Lehman, C. (2012). *Pathways to the Common Core: Accelerating Achievement*. Portsmouth, NH: Heinemann.

<sup>21</sup> Helm, J & Beneke, S. (2003). *The Power of Projects: Meeting Contemporary Challenges in Early Childhood Classrooms-Strategies & Solutions*. New York: Teachers College Press.

together as shared reading. Shared reading will include comprehension conversations in addition to a focus on fluent oral reading.

- **Interactive Writing:** In the lower grades, interactive writing is an essential component that allows students to “share the pen” with a teacher. This allows for support by an adult, yet also allows young writers to show what they know and demonstrate that their text has meaning.<sup>22</sup> Interactive writing will be used as a strategy within morning meeting, writing workshop, integrated project work, and math workshop. It is a useful strategy for young students to use to explain the process they went through to complete a project, write current news to share, and to explain their thinking in math or another subject.
- **Viewing:** We will use *Visual Thinking Strategies* (VTS) to incorporate the viewing of artwork into the curriculum. Students will be presented with a piece of artwork to view and discuss through guided questioning. This process aids in the development of critical thinking skills and has been attributed to growth in visual literacy, math, and reading. VTS also promotes citizenship skills such as cooperation, respect, and tolerance in all students, especially students who are considered “at risk” for academic failure.<sup>23</sup>

## **Proposed Math Curriculum**

### **Essential Ideas of the CCS Math Curriculum**

- **Constructivist Approach:** The CCS math curriculum will be designed using a constructivist approach to mathematics. Tasks and lessons will be designed to give children space to create, invent, experiment with, and make sense of mathematical ideas and truths through exploration, collaboration with others, and reflection on their own practices. The intention of constructivist mathematics is to help children see the math period as a time to make sense of and communicate about math rather than finish a set of tasks.<sup>24</sup>
- **Content Spiral:** The CCS math curricular scope and sequence will be carefully designed to be a coherent spiral. Throughout the K-5 progression, there will be many opportunities to return to specific mathematical content areas and concepts in order to have multiple chances to master strategies, make connections, and support students in building upon their schema for numbers and space.
- **Common Core State Standards for Mathematical Practice:** We will incorporate the Common Core State Standards’ Standards for Mathematical Practice<sup>25</sup> into our curriculum. These practices emphasize critical methods and strategies for effectively communicating and logically solving math problems.
- **Mathematical Literacy:** We will strive to make our students literate in the language of mathematics. CCS students will be given experience in dissecting the language of word problems and will be prompted to explain their mathematical thinking in written response. Our end of workshop discussions will provide many opportunities for students to verbally explain their problem solving methods and receive constructive critique about their clarity.

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<sup>22</sup> McCarrier, A, Pinnell, G, & Fountas, I. (2000). *Interactive Writing: How Language and Literacy Come Together*. Portsmouth, NH: Heinemann.

<sup>23</sup> “Artful Citizen Project: Three-Year Project Report” (2005). Miami, FL and Housen, Abigail (2002). “Aesthetic Development and Creative and Critical Thinking Skills Study”. San Antonio, TX

<sup>24</sup> Clements, D.H. (1997). (Mis?)Constructing Constructivism. *Teaching Children Mathematics*, 4, 198-200. Retrieved from [http://investigations.terc.edu/library/bookpapers/mis\\_constructing.cfm](http://investigations.terc.edu/library/bookpapers/mis_constructing.cfm)

<sup>25</sup> National Governors Association Center for Best Practices, Council of Chief State School Officers (2010). *Common Core State Standards (Mathematics)*. Retrieved from <http://www.corestandards.org/Math/Practice>

- **Computational Fluency:** While implementing a constructivist curriculum we will also emphasize the importance of computational fluency. After proving that they have conceptually mastered specific areas of mathematics, we will encourage students to adopt efficient knowledge and practices for problem solving. Examples of this include having automaticity in combinations of 10 or multiplication combinations of numbers up to 12, as well as specific efficient algorithms or procedures.
- **Reasoning and Logical Problem Solving:** Our extended math block will provide students and teachers time to explore complex problems as a class. Teachers will select or write problems with rich, engaging contexts, multiple entry points for the range of students in the class, and enough difficulty to make students grapple with disequilibrium without becoming discouraged. In each classroom, educators will place emphasis on the problem solving process.

**Daily Structure of Math Workshop:** Math Workshop will be comprised of the following elements. These elements aren't stagnant and may or may not be completed in this order each day.

- **Setting up the Activity:** At the beginning of the workshop, the teachers will set up the situation or activity in which students will explore. This may include discussing specific learning benchmarks and goals for the day, posing a problem or a task, discussing past work, or modeling an activity. This element may happen once in the lesson or multiple times depending on the length of each exploration.
- **Exploration and Work Time:** Students will work within the context of the activity that was set up. This may include exploration of a topic or problem, small group or partner work, playing games, or doing individual work. During this time, teachers are conducting guided math groups or rotating throughout the room to support or assess individual students or groups.
- **Discussion/Share:** At the end of each math workshop, there will be a discussion or share. This will be a forum for students to be exposed to new strategies and ways of thinking about math. Students will spend time explaining, defending, and justifying their own work to other class members. Students will also evaluate, critique, and question the work that others did during the work time. Together as a group, the students will make new assumptions and create new rules surrounding mathematical topics. They will also evaluate how the work they did during the exploration time aligned with the learning benchmarks or solved the problem that was posed at the beginning of the math workshop.

**Curricular Resources:** The CCS founders believe that no one math curriculum is perfect for fitting the needs of a diverse range of learners. We will use resources and lessons from a variety of curricular sources that emphasize a constructivist, problem-based approach to mathematics to piece together engaging units of study that meet the benchmarks, skills, and practices detailed in the New York State and Common Core State Standards. Our main curricular resources will be comprised of *TERC Investigations*, *Contexts for Learning*, and Marilyn Burn's *Math Solutions* materials.

**Project Work (Integration of Social Studies, Science, and Writing):** Our curricular model is guided by an inquiry stance to teaching and learning. We plan to use our students' interests and curiosities to guide our social studies and science curriculum by including integrated project-

based units of studies in our curriculum.<sup>26</sup> Teachers will also use the NYS Science and Social Studies Standards to plan these units of study, while also keeping in mind topics of interest of the students in each class. In addition, teachers will plan for authentic writing experiences within the Project Time as described above in the Balanced Literacy Framework Section. Teachers will learn what their students are interested in by listening to their conversations, and by paying close attention to the kinds of books they read and the activities they gravitate toward during Exploration time. We believe that when children are interested in the topics they are studying they will naturally become invested in the content.<sup>27</sup>

Inquiry-based Projects differ from traditional thematic units of study, which keep children safely within the confines of what the teachers already know and exemplify on a deficit model of learning.<sup>28</sup> We plan to put our students in the position of being problem-posers<sup>29</sup> and developers of authentic research questions to explore within each project.

Students will have authentic input into their class projects and teachers will use the three-phase Project Planning Guide outlined in *Engaging Children's Minds: The Project Approach*.<sup>30</sup> The three phases include:

- *Phase I: Planning and Getting Started:* Teachers and children work together to build a shared perspective of the topic based on their previous experiences through classroom discussions and writing about their experiences. The class will work together to generate a set of research questions that will guide the project.
- *Phase II: Projects in Progress:* This phase of the project is dedicated to providing opportunities for students to learn new information and develop theories about the focus topic. Teachers arrange field visits, experiments and expert interviews. They also bring books, artifacts, photographs, and related objects to the classroom. Students use their research skills, including observational drawing, questioning, note-taking, discussion, and the scientific process to delve into the focus topic and work to answer their research questions.
- *Phase III: Reflections and Conclusions:* The final phase of a project is dedicated to reflecting upon and synthesizing the new information learned throughout the project and sharing the research with others. Projects will end with a culminating event or piece of student work, including performance art, research papers, oral presentations, or the construction of models.

Throughout each project, teachers and students will carefully document the research process using written reflections, notes, photographs, videos, and observational drawings.

Documentation will make student learning visible, provide concrete evidence for students to use when reflecting upon their research process and sharing with their families, and will be a valuable source for teachers to use while determining next steps in a project. Teachers will also use the Looking at Projects Protocol<sup>31</sup> to gather input from their colleagues and revise projects

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<sup>26</sup> Mills, H. and Donnelly, A. (2001). *From The Ground Up: Creating A Culture of Inquiry*. Portsmouth, NH: Heinemann.

<sup>27</sup> Katz, L. and Chard, S. (2000). *Engaging Children's Minds: The Project Approach*. Stamford, CT: Ablex Publishing Corporation.

<sup>28</sup> Short, K. (1996). *Learning Together Through Inquiry: From Columbus to Integrated Curriculum*. Portland, ME: Stenhouse.

<sup>29</sup> Freire, P. (1985). *The Politics of Education*. South Hadley, MA: Bergin & Garvey.

<sup>30</sup> <sup>30</sup> Katz, L. and Chard, S. (2000). *Engaging Children's Minds: The Project Approach*. Stamford, CT: Ablex Publishing Corporation.

<sup>31</sup> Steinberg, A. (1996). *The Six A's. Jobs For The Future*.

during the planning process to ensure high levels of integration within each project.

**Sustainability:** The 1987 Bruntland Commission Report defined sustainability as “development that meets the needs of the present without compromising the ability of future generations to meet their own needs.”<sup>32</sup> At CCS, we will use this definition of sustainability to design an educational program and school environment that studies and values environmental, social, and economic justice.

Social Studies and Science will be learned in tandem through the lens of sustainability during in-class project work as well as allotted science time. The sustainability coordinator will work with classroom teachers to incorporate the tenets of sustainability into the curriculum and will offer additional time to focus on the concept while teaching science class.

In addition to the work of the Sustainability Coordinator, CCS staff will build capacity for Sustainability Education through a consulting partnership with The Cloud Institute for Sustainability Education.

The DCIs will use the New York State standards for Social Studies and Science in addition to the Cloud Institute’s Education for Sustainability (EfS) Standards and Performance Indicators<sup>33</sup> to design the scope and sequence of the sustainability curriculum. CCS teachers will then use the scope and sequence to plan units of standards-aligned daily lessons and activities that will aid students in reaching the learning benchmarks. Our teachers and sustainability coordinator will work to design lessons that take place in the context of the school’s surrounding community, and will form partnerships with applicable organizations close to our school building.

**The Arts:** The arts are a central component to our mission and vision and have been shown to increase learning and improve cognitive skills in young children, including young children who are considered at-risk for academic failure.<sup>34</sup> The arts will be included in our educational program in two ways: through weekly discipline-based art classes and arts integration. At full capacity, they will have the opportunity to attend visual arts, music, and creative movement classes each for one session per week. In addition to discipline-based arts classes, the arts will be integrated within our classroom curriculum. We envision the arts as a crucial avenue for children to think deeply about content and experience content in a meaningful way. While we expect to integrate the arts throughout the school day, we will focus most of our arts integration work on our interdisciplinary class projects. We don’t see the arts solely being used to create a product at the end of a project, but also as a learning tool throughout the projects. Visual art will also be incorporated into our literacy program through the use of Visual Thinking Strategies (VTS). All students will participate in one VTS lesson each month.

**D. Assessment System:** The approach to assessment at CCS is multilayered. First and foremost, assessment tools are used to gauge student progress toward meeting the goals we have outlined in the Achievement Goals section of this application. Assessment data is also used to determine mastery and/or progress toward mastery of the Common Core State Standards. Assessments are administered to gather information about student progress, and also to plan upcoming instruction,

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<sup>32</sup> United Nations. (1987). Our environmental future: Report of the world commission on environment and development. Retrieved from <http://www.un-documents.net/ocf-02.htm>

<sup>33</sup> The Cloud Institute. (2012). Education for sustainability: EfS standards and performance indicators. Retrieved from <http://cloudinstitute.org/storage/downloads/Cloud%20Institute%20EfS%20Standards%20%20Performance%20Indicators%202012%20K-12.pdf>

<sup>34</sup> For more information, please see “The Arts and Human Development”, a white paper published by The National Endowment for the Arts (2011).

intervention, and differentiation. We will also look holistically at school-wide assessment data to take stock of how our school is progressing toward our school-wide goals. Assessment data will be disaggregated to determine the effectiveness of the program for cohorts of students, including grade level, students with special needs, students who qualify for free and reduced lunch, gender, and/or race. We plan to look at these cohorts very closely and make adjustments to our program as needed in order to close the achievement gap for our student population.

CCS has chosen a battery of developmentally appropriate diagnostic, formative, and summative assessments that will be used to capture an accurate and well-rounded academic picture of each child. Information will be used by all stakeholders to strengthen the academic program and to make plans to address specific areas of need. Assessment data will also be shared with families at each family conference. A description of each of the assessments is provided below.

### **Diagnostic Assessment:**

**Brigance K-1 Screen III:** In September our first year of operation, all students in grades K-1 will be assessed in literacy, numeracy, fine motor, and gross motor development using the Brigance K-1 Screen III. This assessment has recently been updated to include the Common Core State Standards and includes updated national norms for 2013. Reliability and validity data was not yet released when this application was written. Teachers will use the data from this screen to plan differentiated instruction from the very beginning of the school year. Starting in our second year of operation, only incoming kindergarteners and new first graders will be assessed using the Brigance K-1 Screen III because we will have end-of-year data on all returning first grade students from the previous school year. Brigance data will serve as baseline data for each of our students. All kindergarten and first grade students will be assessed again in December to determine progress toward the skills assessed in September. Appropriate interventions and/or enrichment will be planned using the data collected.

### **Formative Assessments:**

**Fountas and Pinnell Benchmark Assessment System, 2nd Edition:** This assessment will be administered four times a year to monitor individual student reading progress in the areas of decoding, fluency, vocabulary, and comprehension. This assessment results in determining a reading level for each child. Reading level correlations have recently been updated for each grade level and we will use the updated correlation chart to determine whether each child is reading at, above, or below grade level. The data from this assessment will be used to plan upcoming units of study in reading, small group guided reading instruction, word study instruction, and to determine students who are in need of reading intervention services. The data from this assessment will be shared with parents at family conferences and in their child's progress reports. This assessment has been shown to have strong test-retest reliability (.93 for levels A-N and .94 for levels L-Z) and has been deemed a valid assessment with accuracy rates similar to those in the Reading Recovery Text Level Assessment, which was been recognized by the U.S. Dept. of Education as an effective, research-based reading assessment.<sup>35</sup>

**First Performances Fox In A Box Literacy Assessment:** This assessment will be administered three times a year to determine growth in phonemic awareness, phonics, and vocabulary. The data from this assessment will be used to plan for upcoming reading and word study units as well as to flexibly group children into small word study and guided reading groups. An action plan will be created for students who are not meeting benchmarks and additional intervention will be

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<sup>35</sup> For more information, <http://www.heinemann.com/fountasandpinnell/research/BASExecSummary.pdf>

provided as needed. Fox In A Box is a criterion-referenced assessment based on developmental literacy goals for students in grades K-3.

**First Performances Fox Adds Up Mathematics Assessment:** This assessment will be administered three times a year to determine growth in mathematical development. Students will be assessed on their progress in Number and Operations, Algebra, Geometry, and Measurement. The data from this assessment will be used to plan upcoming math units of study, plan differentiated instruction, and to form and plan intervention for small math groups focused on mathematical areas of need. Fox Adds Up is a criterion-referenced assessment based on the National Council of Teachers of Mathematics and Common Core State Standards for students in grades K-3.

**On Demand Writing Assessment:** Students will produce an “on demand” writing piece three times per year and the writing samples will be scored using the Teachers College Reading and Writing Continuum. The narrative continuum has been published and the information/opinion continua will be published in the May of 2013. This data will be used to gauge growth in the structure, craft, and meaning of each child’s independent writing. The information from this assessment will be used to inform upcoming instruction in writing, to report progress to parents, and to identify students in need of intervention in writing.

**Anecdotal Observations and Conference Notes:** All adults working with children will record observations and notes when conferring in reading, writing, math, and project work. Observations will be used to plan upcoming instruction and identify areas of strength and need. Observations will be stored in each child’s portfolio.

**Performance-Based Checklists and Rubrics:** During our planning year and first years of operation, we will work to create checklists and rubrics to assess the content that students are expected to master throughout the school year. We will consult resources for creating strong checklists and rubrics and will work to refine our assessments each year. This data will be used to assess individual student growth as well as to judge the effectiveness of the academic program.

**Summative Assessment Measures:**

**New York State Exam:** All eligible students in grades three to five will take the annual New York State Exams. In addition, fourth grade students will take the NYS Science exam. As a public school, we will comply with all mandated testing requirements and will ensure that all eligible students take the exams when they are scheduled and provide accommodations for all students as stipulated on their IEPs.

**Terra Nova 3:** Students in grades K-2 will take the Terra Nova 3 standardized achievement test in May of each school year. This norm-referenced assessment will measure student progress in reading, math, language, science, and social studies. Information from this assessment will be used to plan instruction for the next academic school year. It will also be used to gauge school-wide progress toward our achievement goals. Scores from the Terra Nova 3, along with additional assessment measures, will be shared with families to provide a holistic picture of their child’s academic growth and achievement.

**Performance Assessments:** Grade levels teams will work collaboratively with the DCIs to create end of unit and within unit assessments to determine whether students master the content

in each unit of study. These assessments will range in form and could include a problem, a written sample, or a student interview. The data from these assessments will be used to plan the next sequence of lessons or unit of study, to refine and revise the unit for the upcoming school year, to make individual goals for students who have not mastered the content or are showing that they are in need of extension work. End of unit assessment data will be used to inform the information shared in student progress reports that will be given to parents three times each school year.

**Student Portfolios:** Beginning in kindergarten, teachers will work with students to select artifacts to include in a portfolio to document their growth over time. Teachers will collect all required school assessments and will also include conference notes, running records, work samples, and observations. Students will learn to reflect on their learning and use rubrics and checklists to self-assess their growth. Portfolios will include a mixture of teacher and child-chosen artifacts and will be made available to parents throughout the school year. CCS will create a culture of alignment and the sections of the portfolio will be standard throughout the school. As students become more comfortable with using their portfolios, they will begin to choose pieces of their work that best meet the targeted learning standards. This process of reflection is used effectively at Lighthouse Charter School in Oakland, CA.

**Interim Assessments:** In our first years of operation, we will work to create interim assessments to be used in grades 3 through 5. These assessments will be content-based and will assess mastery of specific skills taught during the school year. We will consult professional resources to assist us in the creation of non-biased and fair interim assessments.

**New York State English As A Second Language Achievement Test (NYSESLAT):** All students who are identified as English Language Learners will take this test each year to determine progress in English language development and to determine if they are eligible for English Language support services. The results of this assessment will be shared with parents and any changes in services will be communicated with parents in a timely fashion.

**New York State Alternative Assessment:** The CSE determines eligibility for this assessment and CCS will comply with all IEP mandates. Students who qualify for this data folio assessment will be assessed annually on their progress toward mastery of learning standards through alternative grade-level measures.

**Data Collection and Availability:** The DCIs will be responsible for coordinating all school-wide assessments and for training teachers in assessment techniques and sharing best practices in assessment and data collection. The DCIs will create a spreadsheet template that each teaching team will use to collect and track data throughout the school year. The data spreadsheet will have a tab for each assessment with specific sections for recording each child's data as well as noting whether children are at, above, or below grade level in each area of assessment. Teachers will submit their assessment data in a timely manner after each round of assessments and the data will be reflected upon in data meetings, reported to the Board, and used to make concrete action plans as part of our Response to Intervention (RtI) program. The DCIs will compile data from classroom spreadsheets to share school assessment data with the Board. Data will also be made available to families during family conferences and in their child's portfolio. In order to evaluate achievement of individual students, cohorts, and the school as a whole CCS teachers and the DCIs will meet biweekly in grade level teams for data meetings. The purpose of

these data meetings is to review current data from performance assessments, progress monitoring, weekly conferences, and running records. These meetings will focus primarily on student progress toward the Common Core State Standards in literacy and math. Protocols will be designed for these meetings to ensure that the focus remains on the current data and the creation of action plans for specific students. Before coming to the data meeting, teams of teachers will identify patterns in their class data and identify students in need of re-teaching or intervention. The meeting will begin with each teaching team briefly sharing their data and the remainder of the meeting will be used for making action plans based on the data shared. This information will be documented by the DCIs and shared with all stakeholders (teachers, learning support coordinator, related service providers). Once Student Action Plans are created, they will be reviewed and updated at subsequent meetings based on the most current assessment data. This data will inform the next round of instruction and/or intervention.

Individual progress will be shared through student portfolios that will be added to throughout the year by teachers and students. These portfolios will be shared three times a year during family conferences and the data/artifacts in the portfolio will be used to by teachers to write each child's standards-based, narrative progress report.

The DCIs will also keep close track of cohorts of students over time by compiling data from each classroom and meeting with teachers to determine progress toward individual student learning goals. Grade level and cohort spreadsheets will be created for internal use and for sharing with the Board and the state as needed. Both individual and school wide growth will also be assessed using the Terra Nova 3 for grades K-2 and the NY State Assessments for grades 3-5.

#### **E. Performance, Promotion, and Graduation Standards:**

**Promotion Criteria:** Promotion from grade to grade will be based upon a range of indicators, including the meeting of specific grade-level standards. Because of the negative social and emotional effects of retention we intend to carefully evaluate whether having a student repeat a grade would be beneficial. Due to support systems in place like looping, Integrated Co-Teaching, and the Response to Intervention program, we anticipate that it will often not be in the best interest of the student to retain him or her unless there are significant academic gaps across all subjects. In the event that a student's promotion is in doubt, the classroom teachers in tandem with the DCIs will use a range of indicators to formulate the decision, including formative and summative assessment data, anecdotal observations and notes, CST evaluation as detailed in Section II. G., standardized test data, RtI data, and examples of student work to determine whether or not to retain the student. We will alert the student's parent/guardian about the Promotion in Doubt Evaluation process as early as November and no later than January 1<sup>st</sup> of the current school year. Once a child is identified as being in doubt of promotion, classroom teachers with the support of a DCI and the Learning Support Coordinator will create a targeted academic plan to help prevent retention. Classroom teachers will also work with the family of the child to offer suggestions for out of school interventions and suggestions for practices and activities to do while at home.

**Special Student Population:** Students with IEPs and those in the process of evaluation will be promoted based on their own individualized promotion criteria in addition to the other indicators stated above.

**Exit Standards:** We expect CCS students to exit our program with an understanding of how they learn best, a range of academic and social skills, and an investment in creating a sustainable

world for themselves and future generations. The table below details samples of our exit standards, which are based on the literacy and math benchmarks set forth in the Common Core State Standards; the Sustainability exit outcomes are determined by the Cloud Institute’s EfS Standards and Performance indicators mentioned in the sustainability portion of section II. C.

<b>Literacy</b>	
<b>Grade 2</b>	<b>Grade 5</b>
<p><b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>• By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</li> <li>• By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</li> </ul> <p><b><u>Narrative Texts:</u></b></p> <ul style="list-style-type: none"> <li>• Describe how characters in a story respond to major events and challenges.</li> <li>• Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</li> </ul> <p><b><u>Informational Texts:</u></b></p> <ul style="list-style-type: none"> <li>• Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text</li> </ul> <p><b><u>Decoding/Word Study</u></b></p> <ul style="list-style-type: none"> <li>• Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> </ul> <p><b><u>Fluency</u></b></p> <ul style="list-style-type: none"> <li>• Read grade-level text with purpose and understanding.</li> <li>• Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul> <p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>• Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i>, <i>and</i>, <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.</li> <li>• Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</li> </ul> <p><b><u>Conventions of Writing</u></b></p> <ul style="list-style-type: none"> <li>• Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat</i>, <i>hid</i>, <i>told</i>).</li> <li>• Produce, expand, and rearrange complete</li> </ul>	<p><b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>• By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</li> <li>• By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</li> </ul> <p><b><u>Narrative Texts:</u></b></p> <ul style="list-style-type: none"> <li>• Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</li> <li>• Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</li> </ul> <p><b><u>Informational Texts</u></b></p> <ul style="list-style-type: none"> <li>• Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</li> </ul> <p><b><u>Decoding/Word Study</u></b></p> <ul style="list-style-type: none"> <li>• Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</li> </ul> <p><b><u>Fluency</u></b></p> <ul style="list-style-type: none"> <li>• Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>• Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul> <p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>• Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</li> <li>• Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</li> <li>• Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</li> </ul> <p><b><u>Conventions of Writing</u></b></p> <ul style="list-style-type: none"> <li>• Recognize and correct inappropriate shifts in verb tense.</li> </ul>

<p>simple and compound sentences</p> <p><b><u>Listening and Speaking</u></b></p> <ul style="list-style-type: none"> <li>Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</li> </ul>	<ul style="list-style-type: none"> <li>Use punctuation to separate items in a series.</li> <li>Use a comma to separate an introductory element from the rest of the sentence.</li> </ul> <p><b><u>Listening and Speaking</u></b></p> <ul style="list-style-type: none"> <li>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</li> </ul>
<b>Mathematics</b>	
<b>Grade 2</b>	<b>Grade 5</b>
<p><b><u>Operations and Algebraic Thinking</u></b></p> <ul style="list-style-type: none"> <li>Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</li> <li>Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.</li> </ul> <p><b><u>Number and Operations in Base Ten</u></b></p> <ul style="list-style-type: none"> <li>Understand that 100 can be thought of as a bundle of ten tens — called a “hundred.”</li> <li>Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.</li> <li>Explain why addition and subtraction strategies work, using place value and the properties of operations.</li> </ul> <p><b><u>Measurement and Data</u></b></p> <ul style="list-style-type: none"> <li>Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</li> </ul> <p><b><u>Geometry</u></b></p> <ul style="list-style-type: none"> <li>Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.</li> </ul>	<p><b><u>Operations and Algebraic Thinking</u></b></p> <ul style="list-style-type: none"> <li>Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.</li> <li>Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.</li> </ul> <p><b><u>Number and Operations in Base Ten</u></b></p> <ul style="list-style-type: none"> <li>Read, write, and compare decimals to thousandths.</li> </ul> <p><b><u>Fractions</u></b></p> <ul style="list-style-type: none"> <li>Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, <math>2/3 + 5/4 = 8/12 + 15/12 = 23/12</math>. (In general, <math>a/b + c/d = (ad + bc)/bd</math>.)</i></li> </ul> <p><b><u>Measurement and Data</u></b></p> <ul style="list-style-type: none"> <li>Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.</li> </ul> <p><b><u>Geometry</u></b></p> <ul style="list-style-type: none"> <li>Classify two-dimensional figures in a hierarchy based on properties.</li> </ul>
<b>Sustainability</b>	
<b>Grade 2</b>	<b>Grade 5</b>
<p><b><u>Sense of Place</u></b></p> <ul style="list-style-type: none"> <li>Document the heritage and current character of the place in which they live and present their research and a vision for the future of that place to an authentic audience.</li> </ul> <p><b><u>Healthy Commons</u></b></p> <ul style="list-style-type: none"> <li>Research healthy Commons locally and compare and contrast the various ways people use, protect, and care for them.</li> </ul> <p><b><u>Natural Laws and Economic Principles</u></b></p>	<p><b><u>Cultural Preservation and Transformation</u></b></p> <ul style="list-style-type: none"> <li>Students will develop the ability to discern with others what to preserve and what to change in order for future generations to thrive.</li> </ul> <p><b><u>Sustainable Economics</u></b></p> <ul style="list-style-type: none"> <li>Compare and contrast the histories, philosophies, and patterns of different economic systems and activities and their effects on the environment, equity, prosperity, and the diversity of cultures.</li> </ul>

<ul style="list-style-type: none"> <li>• Explain the nature of ecosystems and biomes, their health, and their interdependence within the biosphere.</li> </ul> <p><b><u>Dynamics of Systems and Change</u></b></p> <ul style="list-style-type: none"> <li>• Identify simple and complex systems in everyday life by recognizing specific parts of these systems and describing their interdependence as well as the circular or causal connections among them.</li> </ul> <p><b><u>Responsible Local Citizenship</u></b></p> <ul style="list-style-type: none"> <li>• Use personal choices as exemplars that demonstrate awareness that all human choices contribute to sustainable or unsustainable consequences.</li> </ul>	<p><b><u>Inventing and Affecting the Future</u></b></p> <ul style="list-style-type: none"> <li>• Demonstrate the habit of turning problems into opportunities to make positive change.</li> </ul> <p><b><u>Multiple Perspectives:</u></b></p> <ul style="list-style-type: none"> <li>• Articulate and demonstrate appreciation for cross-cultural similarities and differences.</li> </ul> <p><b><u>Responsible Global Citizenship:</u></b></p> <ul style="list-style-type: none"> <li>• Form an opinion about the requirements of responsible local, national, and global citizenship by synthesizing diverse perspectives on participation and governance.</li> </ul>
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## F. School Culture and Climate

**The Foundations of CCS Culture:** In their experiences as educators and while traveling across the country with The Odyssey Initiative, the founders of CCS observed the power that a positive school culture has on student achievement. Optimal learning occurs when children feel safe, supported, and known within a school environment. Educators and staff at CCS will strive to create a joyful community that values all of its members, including students, families, and staff. At the foundation of every positive school culture the founders visited was a set of common beliefs or core values that were deeply incorporated into every facet of the school. The shared beliefs were more than just prominently posted in each classroom; they were infused into the curriculum, practices, building design, interactions, language, and daily routines of all community members.

The founders at CCS carefully crafted the following Habits for Living and Learning at Compass Charter School to align with our mission and values as well as emphasize our sustainability focus. Using these habits, the staff at CCS will encourage a welcoming, safe environment committed to developing children as caring community members, thinkers, and learners:

- Acknowledge the good in yourself and others.
- Take care of yourself, other living things, and your community.
- Live with courage and gratitude.
- Share your possessions and your gifts.
- Consider multiple perspectives and solutions.
- Reflect to learn.

Like other positive school cultures we observed, the CCS Habits for Living and Learning will influence all aspects of the school, and will put the mission and vision to work purposefully inside of each classroom. By creating a space where these tenets flow through all actions, CCS graduates will grow to embody these values as truths for how to live with integrity.

The CCS culture will be heavily influenced by its curricular themes. Inquiry, place-based learning, sustainability, and arts integration will make CCS a community that values exploration, individuality, understanding, creative thinking, and action.

**Building a Viable School Culture and Climate:** A variety of practices, rituals, and events will build a positive culture in which students, families, and staff feel welcomed and supported:

### **Culture Building Practices**

- **CCS Sustainable Practices:** In order to make our sustainability curriculum meaningful, we will adopt sustainable practices in our community. Recycling, offering a healthy lunch and snack program, and making modifications to our school environment are just a few ways that we will help our curriculum come alive in authentic ways. We will encourage our staff and families to live a sustainable lifestyle by offering classes, workshops, and materials to help implement important practices at home.
- **Shared Language and Management Practices:** Words and actions set the tone of a community. CCS will strive to create a shared language amongst its staff, students, and families. Our shared language practices will influence how we speak about each other, how we give feedback, the way in which we share information, and how we solve conflicts. During our first summer together, staff will work together to determine shared management procedures (e.g. how to call the class to attention, how students will signal to participate, procedures for asking to leave the classroom, etc.) and practices that will be carried across grade levels. Making the language and management practices similar in each classroom will provide a culture of consistency throughout the school.
- **Integration of The Responsive Classroom:** The founders have experience in implementing Responsive Classroom techniques in their own classrooms, and observed many schools across the country using this approach to positively shape the culture of their school. We will provide Responsive Classroom training to our staff in an effort to broaden their knowledge about how to create a culture in which students are empowered and honored. The Responsive Classroom is an approach to teaching that helps children build the social-emotional and academic skills to help them learn best in school.

### **Student Community Building Practices**

- **Morning Meeting:** All Classrooms will engage in a daily morning meeting in which they will complete a range of activities including but not limited to greeting one another, sharing personal stories and experiences, participating in team building activities, solving classroom or school-wide problems, singing songs, and discussing the CCS Habits for Living and Learning.
- **Buddy Classrooms:** Classes will be paired in cross-grade level teams to participate in monthly activities together. Buddy classroom teachers will work together to plan a range of activities for their students to do together throughout the year, including participating in joint morning meetings, participating in team building activities, reading to each other, solving math problems, etc.
- **Multi-Age Electives:** Each year, students in grades 2-5 will self-select and participate in at least two rounds of multi-age electives. Volunteer family members will team with staff members to provide a range of different classes based on their areas of expertise.
- **Weekly All-School Community Gatherings:** Students and teachers will participate in weekly all-school community gatherings. Individual classrooms will rotate in taking on the responsibility of planning and facilitating the meeting in coordination with the music teacher. At the meeting, the leading classroom will showcase some of the learning they are doing in their class. In addition, we will sing songs as a school, share acknowledgements, and celebrate special occasions.

- **Weekly Reflection Meetings:** Classrooms will end each week with a reflection meeting as explained in Section II. B.

### **Family Community Building Practices**

- **Family-School Collaborative:** The Family-School Collaborative will be a voluntary organization in which staff and families will meet together to hear school community issues and concerns. Together, families and staff will brainstorm solutions and form committees to meet the needs of the students and the school. Two parent representatives and a staff representative will work in partnership to lead The Family-Staff Collaborative. Meetings will occur on a monthly basis, and protocols will be developed in the planning year as to how these meetings will be conducted.
- **Listening Conferences:** Our staff and families will engage in the practice of Listening Conferences at the beginning of each school year as detailed in section II. B.
- **Student-Led Conferences:** Our school will engage in the practice of student-led conferences three times per year. Unlike traditional parent-teacher conferences, each student will lead his or her own conference. The student will assemble a collection of his or her work to showcase how they are progressing towards the learning benchmarks of their grade. After displaying and talking about the work they did, the student, family, and teacher will collectively identify areas of strength and areas for growth, and create learning goals together.
- **Curriculum Study Nights:** On a bi-monthly basis, families and students will be invited to participate in curriculum study nights. These nights will focus on activities relating to one of the core academic subjects, and will give parents the opportunity to experience the teaching methods and activities used in the classroom and interact with the material that their child is learning in school.
- **Family Workshops and Groups:** The School Culture Coordinator will facilitate family workshops and interest-based support groups based on topics or commonalities that interest the parents in our community. Some examples of workshop topics may include healthy cooking, child development, sustainable living, and homework help. Examples of interest-based support groups may be parent book club, parents of boys/girls, single parent support, and parent math club.
- **Open Door Policy and Volunteer Opportunities:** We welcome our parents to visit and observe in our classrooms, and hope that they will volunteer in the classroom as well. Teachers will encourage volunteerism by having running lists of tasks available in each classroom for parents to complete.
- **Weekly All-School Community Gatherings:** Families will be invited to participate in our weekly all-school community gatherings.
- **Beginning and End of Year Picnics:** We will plan family and staff picnics at the beginning and end of each school year. These events will give families time to join together in welcoming new community members and saying goodbye to those who are leaving.

**Discipline Policy:** At CCS, we will strive to help children understand that their actions can lead to a range of both positive and negative consequences. This understanding comes not from punishments, but from preventative and intervention strategies in which students are given time to reflect upon their actions, problem solve, and repair behavior with the help of a staff member, parent/guardian, and/or peer. Below are the following measures we will take to ensure a safe, positive learning environment.

**Prevention:** CCS educators will provide a range of prevention strategies to avoid behavioral issues and conflict in the classroom:

- **Lesson differentiation:** Some disruptive behaviors arise when a lesson's activities or timing is developmentally inappropriate, too challenging or too easy for a student. Our teachers will collaboratively plan and differentiate the content in lessons based on the individual needs of their students.
- **Community Building:** The activities listed previously in the section will help to create a welcoming and safe culture for students.
- **Clear Expectations:** CCS staff will strive to make the expectations of the school environment clear to students. Shared rules and practices will be established and consistent across grades. Each expectation will be supported with logical reasons as to why that practice is necessary to the school environment.
- **Community Discussions and Conflict-Resolution Role-Play:** During morning meeting time, our students will engage in community discussions and role-playing scenarios to think through how to handle frustrating situations with community members. They will practice reacting to difficult situations in order to train themselves to respond effectively during a moment of conflict.

**Intervention:** Students, families, and staff will engage in a range of guidance-based intervention measures when a child repeatedly causes disruptions to the learning environment or compromises its safety. These interventions will provide opportunities for reflection and learning. Some examples of these interventions include:

- Verbal reminders of the expected behavior
- Behavioral reflection in a separate location in or out of the classroom (materials and protocols for reflection will be collaboratively created by the staff, and will be appropriate for the age of the student)
- Creation of an individualized behavior plan
- Parent contact
- Positive behavior intervention conference with the student, parent/guardian, and applicable staff
- At-risk counseling with a social worker
- Individual conflict-resolution/behavior role-play with the School Culture Coordinator.
- For a comprehensive list of interventions, see the Guidance Interventions included in Attachment 4, chart III.

**Disciplinary Action:** In cases when disciplinary measures need to be taken, the staff at CCS will respond in logical, developmentally appropriate, applicable ways that honor children as human beings.

Some infractions such as speaking with unfriendly language or tone to classmates, disrupting the classroom community, failing to follow developmentally appropriate directions may result in the following consequences:

- Verbal warning
- Removal from group
- Making reparations through verbal or written communication or action
- Loss of privilege

More serious infractions such as repeated disrespect or disruptions to the classroom community, physically harming or violently threatening others, or destruction of school property may result in the following consequences:

- Removal from the classroom environment
- Disciplinary conference with parent/guardian and teacher, school culture coordinator, social worker, and/or administrator
- Suspension
- Expulsion

For a comprehensive list of disciplinary actions, see Attachment 4, chart III.

**Due Process:** The Compass Charter School Code of Conduct sets forth the progression of interventions and disciplinary measures that will take place in the event that disciplinary measures need to be taken. In the event of a Level 1 or 2 infraction, parents may be notified and may be asked to participate in a behavioral support conference. In the event of a Level 3 or 4 infraction, parents will be notified immediately and asked to attend a disciplinary conference where they will be able to discuss and appeal the actions taken. In the event that a student commits a crime, or violation of local, state, or federal law, law enforcement authorities will be notified.

- **Short-Term Suspension:** The DCIs may suspend a student for a period up to five days with serious cause. At a student's disciplinary conference, a DCI will present to the lawful parent/guardian accounts from witnesses, documentation, and evidence to support the call for a suspension. The DCIs will also allot time for informal response to the evidence from the parent/guardian. After hearing the parent/guardian response, one of the DCIs will make a final decision about the consequence given.
- **Long-Term Suspension:** In the case of a very serious Level 4 infraction, the DCIs have the ability to suspend a child for a period of more than 5 days and up to one year after the student has been found guilty in a formal hearing. A DCI or a member of the Board of Trustees' Program Committee will preside over the hearing. Both DCIs and all staff members who witnessed the alleged violation of the Code of Conduct will participate in the hearing. For the hearing, the student will reserve the right to be represented by counsel, question witnesses, and present evidence. The final decision about the student's long-term suspension status will be made by both DCIs. The student's lawful parents/guardians has the right to appeal the decision to the Board of Trustees. In accordance to Chancellor's Regulation A-443, the student on suspension will be given the allotted amount of alternative instruction based on grade and will be allowed to complete coursework and exams while away from the classroom.

- **Expulsion:** In the case that the DCIs decide together that a student's violation of the Code of Conduct warrants an expulsion, a hearing similar to the one detailed above will take place. Based on the evidence presented in the hearing, the DCIs will make the recommendation to the Board of Trustees, who will reserve the right to make the final decision. The student's lawful parents/guardians hold the right to appeal the decision to the Board.

**Students with Disabilities:** Being an inclusive educational environment, the CCS Discipline Policy aligns with the Individuals with Disabilities Educational Act (IDEA). When a student with disabilities or a student suspected of having disabilities violates the Code of Conduct, CCS staff will work with the CSE to determine whether or not the exhibited behavior is a result of the student's disability. In the case that the behavior relates to the student's disability, staff will ensure that the disciplinary action does not include a change of placement and that removal from class or suspension does not occur. If the CSE and the school staff conclude that the behavior is not caused by the student's disability, then the student will be disciplined in accordance to the CCS Discipline Policy or, if applicable, to the student's Behavior Intervention Plan (BIP). In the event that a student with disabilities is suspended, CCS staff will ensure that the student's alternative instruction program is in compliance with the goals and accommodations set forth in the student's IEP. If a student with disabilities does not have a BIP and is removed from their placement or suspended for more than 10 days, the CSE will convene an IEP meeting to create an assessment plan. A Functional Behavior Assessment will be completed within 10 days of removal and the CSE will convene an additional IEP meeting after the assessment to create a BIP and implement appropriate interventions. If a student already has a BIP in place that is proving ineffective, the CSE will convene within 10 days of the disciplinary action to evaluate the plan and make any necessary modifications.

## **G. Special Student Populations and Related Services**

**Settings Offered:** CCS will offer an inclusive setting and incorporate an Integrated Co-Teaching model in all of its classrooms. Co-teaching teams will be made up of one general education teacher and one special education teacher, will implement the six models of co-teaching identified in Dr. Marilyn Friend's *The Power of 2* video series:

- *Team Teaching:* Teachers plan and instruct together in a whole class lesson.
- *Parallel Teaching:* The class splits in half and each teacher teaches the same lesson.
- *Station Teaching:* Each teacher plans and instructs a different piece of a lesson, or a completely different lesson altogether. Students are divided into two or more groups depending on how many stations are implemented and rotate through each station. Some stations can be independent of a teacher.
- *Alternative Teaching:* One teacher instructs a larger group the main lesson while the other teacher instructs a smaller group and teaches a different lesson.
- *One Teach, One Assist:* One teacher instructs while the other manages behavior or supports individual students.
- *One Teach, One Observe:* One teacher instructs while the other observes the class.

Having taught in ICT classrooms, the CCS founders have experienced firsthand the benefits and flexibility that the ICT model can afford to educators. The heterogeneous groupings, smaller

student to teacher ratio and the ability to teach multiple lessons at one time allow for co-teachers to meet the diverse needs of all learners in the classroom while eliminating the stigma that pull-out services and self-contained classrooms can bring. The ICT model can make it easier across all subjects to provide extensions to those students who are exceeding academic expectations and intervention to those who need extra support.

### **Schoolwide Instructional Practices**

**Response to Intervention:** In accordance to programmatic requirements in New York State, CCS will adopt the widely effective Response to Intervention (RtI) model across all classrooms in the school. The RtI model is a multi-tiered approach that provides focused, individualized instruction at varying levels of intervention to general education students who are having academic or behavioral difficulties. We will begin our implementation of the model in the core subjects of literacy and math. Students will be placed in the tiers based on the results of the diagnostic literacy and math assessments mentioned in section II. D.:

- **Tier 1:** High-quality core instruction that meets the individual needs of most students in the classroom setting.
- **Tier 2:** Evidence-based interventions of moderate intensity are administered to a small group of students. The interventions address the learning or behavioral challenges of the most at-risk students
- **Tier 3:** Individualized interventions of increased intensity for students who show minimal response to secondary intervention

Through the use of the RtI model, CCS students will be given instruction that is differentiated to their specific needs. The model will also help to accurately identify students who have learning disabilities while keeping students who come into school with a lack of exposure to material from being misdiagnosed as learning disabled.

**Staff:** CCS will employ a team of special educators to meet the needs of our students. At full capacity, the special education staff will include a learning support coordinator, certified special education teachers in every classroom and two social workers who will service students with IEPs as well as those who are identified as at risk. We may employ a part-time or full time ESL teacher dependent on the number of English Language Learners in our school. We will also contract with outside providers to supply occupational therapy, physical therapy, and speech therapy services to students with related service mandates and students who are at risk.

**Record Keeping and IEP Dissemination:** The Learning Support Coordinator (LSC) will be in charge of scheduling meetings to go over a student's IEP with those who are responsible for implementation. During these meetings, the IEP will be reviewed and the LSC and those responsible for the implementation for the IEP will create a plan to help the student attain his or her goals. In addition, the LSC will offer support by suggesting accommodations and modifications that could be utilized to better meet the student's needs. IEPs will be stored on a secure, password-protected server. Original paper copies of IEPs will be organized and stored in a locked file cabinet inside the office of the LSC. When a related service provider or classroom teacher needs a hard copy of the student's IEP, he or she can sign-out the IEP from the Learning Support Coordinator; they will not be permitted to make copies or remove the IEP from the building.

## **Students with Disabilities**

**Identification at CCS:** Educators at CCS will work collaboratively and use a range of practices to identify students with disabilities. By using a team of people to evaluate whether or not a student might need an IEP, CCS will carefully approach identification and thoroughly investigate whether a student appears to need modifications that extend beyond those made in a general education setting.

CCS Educators and the LSC will comprehensively assess whether a student should be recommended to the CSE for evaluation by convening in a Child Study Team (CST). The following steps will be taken before the recommendation for evaluation will be made:

### **Referral Process at CCS**



**Child Study Team:** CST meetings will be at the center of the identification process. CST meetings will convene in grade levels every two weeks during a daily common prep time. Attendees will include the grade level teachers, the Learning Support Coordinator, related service providers, and other service providers.

### **Pre-Meeting**

- **Student Referral:** There will be two routes to student referral:
  - **Recommendation from Classroom Teachers:** One week before the CST meeting, the classroom teachers will communicate with the members of the Child Study Team which student from their classroom that they would like to study and why.
  - **Referral Based Upon Response to Intervention (RtI) Data:** If data over time shows that a child is not responding to the RtI program, the student will be recommended for Child Study Team.
- **Student Observation:** Before a CST meeting, an outside observer will come to watch and anecdotally record what he or she sees the child doing in the classroom. The observer could be another special education teacher, the Learning Support Coordinator, or a related service provider.

### **CST Meeting Protocol**

- **Teacher Presentation:** The classroom teachers who recommend the student will present a portrait of the recommended student, detailing age, interests, academic and social strengths, and areas of concern. The teachers will bring any anecdotal notes as well as diagnostic assessment results and examples of the student's work that lend to creating a holistic portrait of the child.
- **Observation Summary:** The observer will distribute copies of the recorded anecdotal data, and will give a summary of noticings from the classroom visit.

- **Clarifying Questions:** The members of the child study team will go around in a circle and ask any questions they have to clarify what they have just heard from the classroom teachers and observers. These questions are not asking about what has been tried with the student, but only to further understand the data that has been presented.
- **Suggestions for Accommodations and Modifications:** The members of the child study team will go around in a circle and take turns suggesting accommodations and modifications. One person will record the suggestions on a chart that everyone can view. The rotation around the circle will continue until all possible suggestions have been given.
- **Action Plan:** The Child Study Team will create a plan of action that details next steps to take with the child being studied. For the action plan, classroom teachers will select accommodations that they will implement with the students.
- **Parent/Guardian Notification:** The classroom teachers will reach out to parents via phone call or in-person conference to share with them anecdotal observations about their child and discuss plans for trial accommodations.

### Post-Meeting

- **Follow-Up Meeting:** A follow-up meeting between the Learning Support Coordinator, the classroom teachers, and any applicable related service provider will be set up at the Child Study Team meeting. This meeting will occur in the event that all accommodation suggestions are exhausted and notes have been taken detailing the results of each accommodation that was attempted. At this meeting, the Learning Support Coordinator will hear from the classroom teachers and will decide whether it would be best to proceed with a formal evaluation.
- **Formal Evaluation Meeting:** At this point, the parent/guardian of the student, the special education classroom teacher, and the Learning Support Coordinator will meet together to discuss options for formal evaluation. If the parent agrees to formal evaluation, the Learning Support Coordinator will communicate with the CSE and the classroom teachers to be sure anecdotal information about the student is shared between them.

**Identifying Incoming Students with Existing IEPs:** To identify incoming students with pre-existing IEPs, CCS will request student records promptly after the annual enrollment lottery, or upon acceptance of a student off of the waiting list. Upon receiving student records, the LSC and the DCIs will review and assess each IEP to determine whether CCS can provide the services mandated. Following the review of the IEP, CCS staff will work with parents and the CSE to make any possible revisions to the IEP if needed. In the event that CCS cannot make modifications to the school's educational program and accommodate the setting required on the student's IEP, the school will work with the CSE and the family to find a suitable placement in a district school that provides the setting.

**Services:** CCS will offer a range of services to meet the needs of students with disabilities. We are committed to providing a least-restrictive environment to all of our students and will strive to deliver services in the home classroom unless environmental specifications are made on the student's IEP or, in the case that the child is identified as at-risk, we feel it is in the best interest of the child. Our ICT classroom teachers will collaborate with the Learning Specialist for their loop to provide personalized instruction in the classroom across all subject areas. Related services including occupational therapy, physical therapy, speech pathology and counseling will be offered onsite to students with IEPs as well as at-risk students. CCS will work with

representatives at the CSE to provide parents with Related Service Agreements if a child needs services that the school cannot provide.

**Review of IEPs:** CCS will abide by all laws and regulations set forth concerning the regular review of IEPs. Should the special education staff at CCS feel that an IEP no longer meets a child’s needs, they will recommend that the CSE re-evaluate the student to make adjustments to the student’s IEP or declassify the child altogether.

**Programmatic Assessment:** CCS will evaluate its special education program using the following measures:

- The Learning Support Coordinator, DCIs, and teachers will gather and analyze formative assessment data from students with IEPs to look for trends of academic growth and progression towards academic goals.
- Summative data from related service providers and classroom teachers will be analyzed to evaluate progression towards non-academic goals.
- Parent surveys will be given to gauge feedback about communication, services provided, and their impressions of goal progression.

### **English Language Learners**

**Identification:** Students who are English Language Learners (ELLs) will be identified as they matriculate into our schools in accordance to the New York State LEP/ELL identification procedures. Before each school year, the Home Language Questionnaire will be administered to newly enrolled students when they visit the school for a pre-entrance assessment session, or whenever they enter during the school year. If the results of the questionnaire reveal that a student’s home language is something other than English, the LSC will conduct an informal interview with the student in his or her native language and in English. If the interview reveals that the student could be a potential ELL, the Language Assessment Battery-Revised (LAB-R) will be used to determine the student’s language proficiency.

**Services:** In accordance with CR Part 154, CCS will provide a free-standing out of classroom ESL program for students identified as ELLs. A certified ESL teacher or a common branch teacher with a bilingual extension will be assigned to integrate academic content with the skills of speaking, listening, writing, and reading in English within the language arts component of instruction.

**Programmatic Assessment:** CCS will evaluate its ESL program using the following measures:

- The Learning Support Coordinator and the DCIs will use individual student performance data from the annual NYSESLAT to determine the effectiveness of the ESL program.
- Formative and summative data from classroom teachers and service providers will be gathered and analyzed to determine positive student growth.
- Parent surveys will be given to gauge feedback about communication, services provided, and their impressions of goal progression.

## **III. Organizational and Fiscal Plan**

### **A. Applicant(s)/Founding Group Capacity**

The table below shares the expertise and experiences of Compass’ founding team.

Name -	Relevant Expertise and Experience	Proposed
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<b>Employment</b>		<b>Role</b>
Nancy Cardwell – Nancy Cardwell & Associates, LLC/ Bank Street College of Education	<ul style="list-style-type: none"> <li>• <u>Teacher Development</u>: Adjunct Lecturer at City College, City University of New York; Professor of Child Development and Educational Advocacy at Bank Street College of Education.</li> <li>• <u>Education Consultant</u>: Facilitated professional development sessions in urban, suburban and rural communities with pre-kindergarten through 12th grade educators and parents in Massachusetts, New York and South Africa</li> <li>• <u>Academia</u>: Currently writing a book on applied child development theory and cognitive neuroscience for teachers, administrators and policy makers.</li> </ul>	Board Member
Eric “Wally” Gingold – CEO, NES Energy, Inc.	<ul style="list-style-type: none"> <li>• <u>Business Management</u>: Owner of multi-million dollar supplier of lighting energy conservation projects.</li> <li>• <u>Elementary Education</u>: Former 5<sup>th</sup> grade teacher within the NYC Department of Education</li> </ul>	Board Member
Michelle Healy – Community Roots Charter School/ Future Leaders Institute	<ul style="list-style-type: none"> <li>• <u>Elementary Education</u>: Teacher at Community Roots Charter School and Future Leaders Institute; Special Education Certified.</li> <li>• <u>Math Leadership</u>: Graduate of Bank Street College of Education’s Math Leadership Program; Graduate work included conducting clinical supervision rounds with teachers and planning and implementing professional development sessions surrounding the Common Core Standards.</li> </ul>	Co-Director, Curriculum and Instruction
Jason Horowitz	<ul style="list-style-type: none"> <li>• <u>Business Management</u>: Founder and CEO of Skedj, an online and mobile social scheduling application.</li> <li>• <u>Legal</u>: Served as lead transactions and operations attorney, and was responsible for implementing and overseeing the internal and external governance functions, including management of the Board governance process for CKX, Inc.</li> <li>• <u>Education Management</u>: For ten years, has served on the advisory committee for SteppingStone Day School, a not-for-profit school for special needs babies and preschoolers.</li> </ul>	Board Member
Dorian Muller - Brooklyn Community Housing Services	<ul style="list-style-type: none"> <li>• <u>Community Organizer</u></li> <li>• <u>Parent</u>: has a child attending a public school in Community School District 13.</li> </ul>	Board Member
James Patchett – Goldman Sachs/	<ul style="list-style-type: none"> <li>• <u>Banking</u>: Finances community development</li> </ul>	Board Member

NERA Economic Consultants	<p>projects across America, focusing on charter school facilities, for Goldman Sachs.</p> <ul style="list-style-type: none"> <li>• <u>Economic Consulting</u>: Advised public agencies and private companies in evaluating economic development initiatives.</li> </ul>	
Brooke Peters – Community Roots Charter School/ Bronx Charter School for the Arts	<ul style="list-style-type: none"> <li>• <u>Elementary Education</u>: Teacher at Community Roots Charter School, Bronx Charter School for the Arts, 75th Street School and Arco Iris Primary Center.</li> <li>• <u>Education Management</u>: Sat on the Hiring and Literacy Committees, was a Mentor Teacher, and led an Inquiry Group initiative at Bronx Charter School for the Arts; served as Arts Program Coordinator and Bilingual Coordinator responsible for managing all mandated assessments for English language learners at Arco Iris Primary Center; Grade Level Leader at 75th Street School. Teach For America corps member mentor.</li> <li>• <u>Literacy</u>: National Board Certified in Literacy</li> </ul>	Co-Director, Curriculum and Instruction
Eliza Spang – Institute of Play/ Quest2Learn School	<ul style="list-style-type: none"> <li>• <u>Curriculum Development</u>: Responsible for strategizing and managing development of products based on the game-like learning model pioneered by the Institute of Play.</li> <li>• <u>Teacher Development</u>: Designed, developed, and taught courses in curriculum planning and arts integration to beginning teachers at Relay Graduate School of Education.</li> <li>• <u>High School Education</u>: Science teacher for Novato Unified School and Hamilton – Wenham Regional School Districts</li> </ul>	Board Member
Todd Sutler – Community Roots Charter School	<ul style="list-style-type: none"> <li>• <u>Elementary Education</u>: Teacher at Community Roots Charter School; Assistant Teacher at Bank Street School for Children and Manhattan Country School</li> <li>• <u>Non-profit Management</u>: Executive Director of The Odyssey Initiative. Secured \$270,000 in funding, managed budget and supervised staff of five volunteer supporters, negotiated strategic partnerships with The Center for Teaching Quality and Educators’ Travel Network, liaison with website management team; Director of the After School Academy, managed \$130,000 budget, supervised staff of 11 teachers.</li> <li>• <u>Finance</u>: Vice President, Debt Markets for Merrill Lynch in Tokyo, Toronto and New York City. Analyzed and captured profitable trading</li> </ul>	Director, Operations (DoO)

	opportunities in international government bond market.	
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**Development of School:** The applicants began exploring the creation of a new public elementary school because of their interest in designing an educational program that views inquiry and exploration as a crucial means to deepening and enriching student learning. The applicants met while teaching at Community Roots Charter School, a successful constructivist K-6 school in Brooklyn, New York. For three years, Ms. Healy and Mr. Sutler collaboratively taught in the same classroom. While working together, they discovered their shared interest in improving public school options in underserved communities. In 2012, fueled by this desire as well as a vision for the kind of school they wanted to open, Ms. Healy and Mr. Sutler asked Ms. Peters to join them in co-founding The Odyssey Initiative, an incorporated non-profit organization. As employees of this organization, the three teachers (all Brooklyn residents) have spent the current school year touring successful schools across the country in order to observe, document and share some of the effective systems and practices the schools had in place. Their goal was not only to gain knowledge from their research in preparation for opening Compass Charter School, but also to share the successful practices they found with the educational community on a national scale. The team has visited 46 schools to date and is sharing its findings on an interactive website: [odysseyinitiative.org](http://odysseyinitiative.org). Other members of the applicant group have been added because of the expertise and experiences listed in their biographies. Every member has a vested interest in providing high quality education for all children.

**Planning of School:** For the past year, the lead applicants have collaborated on this proposal through a series of formal and informal meetings. The applicants began their process by identifying what they believe students need and what was important for schools to provide. They developed a mission, vision and important design elements of the school. Over the course of their year of research, the applicant team has met three to four times a week to debrief on findings from school visits. At the end of each visit, the team has discussed the highlights of the visit and how some practices may be woven into their own school model. Attention is often given to the maintenance of a school’s culture consistent with its core beliefs and to systems that support strong instruction. Over the last year, the team has also met with over 200 families to share their vision for CCS in a variety of venues including residences, public libraries, pre-schools, Head Start facilities, commercial businesses and churches. Each member has taken on responsibilities throughout the planning process based on their expertise and experience. Given Ms. Healy’s and Ms. Peters’ knowledge of curriculum, instruction, and school culture, they have developed the academic program. Mr. Sutler has often been responsible for outreach to families, Board recruitment and finance and operations planning.

## B. Board of Trustees and Governance

### *Proposed Founding Board*

<b>Trustee Name</b>	<b>Length of Initial Term</b>
Nancy Cardwell	4 years
Eric “Wally” Gingold	2 years
Jason Horowitz	4 years
Dorian Muller	3 years
James Patchett	4 years

Eliza Spang	3 years
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The proposed Board has the experience and ability to found, support and guide CCS as it achieves its mission and realizes its vision. The proposed Board’s range of skills and experience includes real estate, construction, management, finance, law, technology and education. Mr. Horowitz has managed global staffs of over ten people as founder and CEO of a mobile scheduling application and as lead transactions and operations attorney for CKX, Inc. For the last ten years he has served as an advisor to the Board of a not-for-profit school for special needs children with locations in Queens, NY and The Bronx, NY. For the past six years, Mr. Patchett has provided financing to charter schools that serve predominantly low- and moderate income-families. Mr. Gingold, a former NYCDOE teacher, has been the CEO of a leading lighting distributor in the eastern United States for almost 20 years. Ms. Cardwell, also a former NYCDOE teacher, has taught a range of graduate education courses including many within Bank Street’s Principal’s Institute. She has advised novice teachers for over 15 years and has planned and conducted numerous professional development sessions with educators around the world. Ms. Spang has over 13 years of experience in education, as a high school science teacher, teacher educator, educational consultant and researcher. Mr. Muller has worked for community support organizations in Brooklyn for almost 20 years, and his daughter is a former student of Ms. Healy’s and Mr. Sutler’s 5<sup>th</sup> grade class. Every prospective Trustee lives in NYC and three live in Brooklyn. In addition to the individuals listed above, once the school opens the Board will seek to elect two parents/guardians who reside in CSD 17 and whose child attends or has attended CCS.

**Proposed Governance Structure of Compass Charter School**

The Board of Trustees is responsible for establishing and reviewing institutional and educational policies to ensure that CCS is accomplishing its mission. The Board will govern and oversee the fiduciary, legal and instructional activities of the school.

**Election:** Trustee candidates must be nominated by a sitting Trustee. No person who has a conflict of interest prohibited under Sections 801 through 806 of the General municipal law may serve. Trustees will be elected by majority vote of the sitting Trustees. The Board shall never have fewer than five Trustees, and it will endeavor to have at least one Trustee who qualifies as a “financial expert” as according to item 407(d)(5)(i) of the Securities and Exchange Commission’s Regulation S-K. The initial terms of the Trustees will range from two to four years in order to limit large, simultaneous turnover. Afterwards, term lengths will be three years. In order for CCS to most comprehensively achieve its mission, the Board must not only efficiently govern the Executive Leadership Team. It must also understand and believe in the school’s mission, vision and philosophy of education. Trustees will be expected to visit the school while in session at least two times during the school year unless circumstances make it impossible for them to do so. The Executive Committee of the Board, in consultation with the Executive Leadership Team, will create a self-evaluation rubric for Trustees and the Executive Leadership Team to assess the Board’s performance.

**Committees:** Board Committees will be utilized to provide more focused oversight of different components of the school’s program. The Board will have a Finance, Executive and Program committee. The Board will be at liberty to create other committees when it deems necessary.

- **The Executive Committee** will support the Board with general responsibilities and when urgent matters arise. It is anticipated that the Executive Committee will interact with the CCS

Directors regarding the school's academic, financial, and administrative performance at intervals between Board meetings.

- **The Finance Committee** will be chaired by the Treasurer and will liaise with the DoO to: (i) review and provide recommendations regarding the school's annual budget; (ii) review and provide recommendations regarding the school's financial performance; (iii) assist in oversight of CCS' external and internal audit; (iv) assess the performance of the DoO based on the DoO's job description, annual goals and CCS' fiscal health.
- **The Program Committee** will liaise with the DCIs to: (i) monitor development of the school's academic program; (ii) review proposed amendments to the academic program; (iii) receive and review reports on academic performance from the DCIs; (iv) assess the performance of the DCIs based on the DCIs' job description, annual goals and the academic performance of the student body.

**Roles and Responsibilities:** The Board will be responsible for oversight over the academic, fiscal, and regulatory expectations of the school. Oversight includes approval of all school policies and monitoring of policy implementation, and working with the Directors and other staff to monitor the school's academic performance and financial solvency. The Board will assess the performance of the school using assessments of the following categories: academic performance, student participation, family satisfaction, financial stability, and compliance with the charter agreement and relevant laws and regulations. It will also hire and review the performance of the DCIs and the DoO and will approve the annual budget. As explained in more depth in section III. C. and D. below, at full capacity, one DCI will be responsible for managing and presenting to the Board the progress of grades K-2. The other DCI will have the same responsibility for grades 3-5. The DoO will be responsible for maintaining and reporting to the Board on the operational integrity and financial stability of the school. We are aware that our leadership model is atypical. The Board's annual review process will include assessing the efficacy of this co-leadership model and whether transitioning to a more traditional governance model is warranted. Recommendations from the Finance and Program Committees will be included these assessments.

**Oversight of Academic Programming:** Academic performance will be assessed based on performance relative to goals outlined in section II.A. using a variety of assessments outlined in section II.D. The DCIs will submit monthly reports to the Board on the school's progress in meeting its academic goals. They will also present monthly reports to the Program Committee with greater detail on each grade's performance.

**Fiscal Oversight:** The Board will work with the DoO and other staff to develop fiscal policies and protocols for fiscal oversight. The DoO will meet with the Finance Committee monthly to report on the school's fiscal position and to review the budget for subsequent years. The Finance Committee will periodically meet with auditors regarding the school's financial performance. Other responsibilities of the Board include: electing and removing Trustees; appointing, removing, and setting compensation for the school's leadership; acting as trustee under any trust incidental to the school's purposes; acquiring/holding/disposing of property for the school; and indemnifying and maintaining insurance for the school's Trustees, employees, and agents.

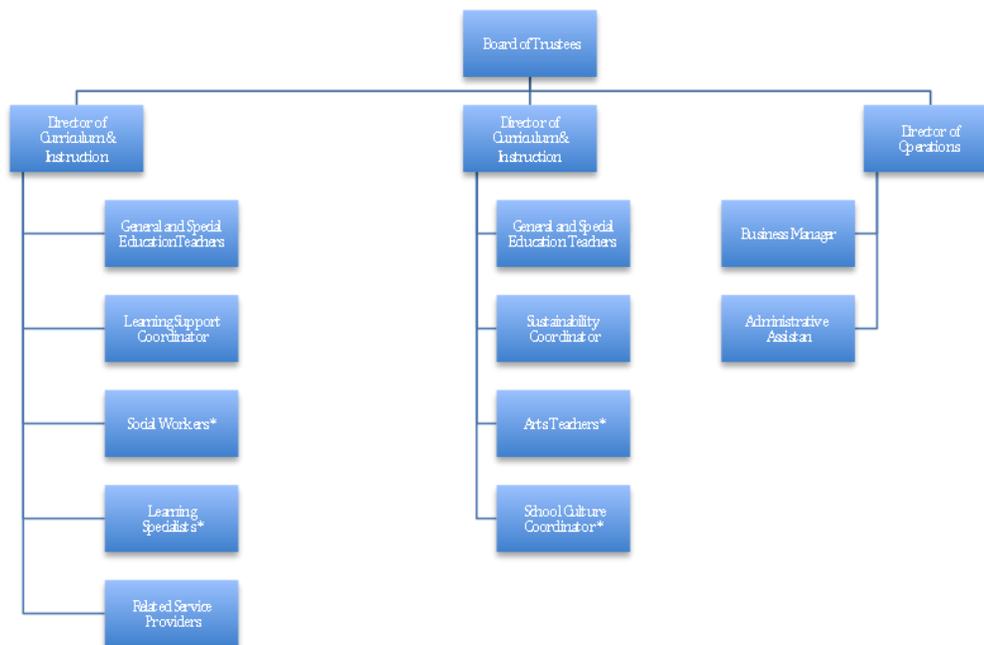
**Meetings:** The Board will meet monthly at the charter school and will follow an agenda developed by the Executive Committee. The meetings will include an oral or written report by one of the DCIs, a financial report by the DoO, and an opportunity for public comments. Board

meetings will adhere to the Open Meeting Law and offer an opportunity for public comment. The Board will meet privately (“executive session”) only for appropriate reasons and only after it convenes an open session for public and staff participation. Meeting times will be announced to the parents, staff, and the public one week prior to their occurrence.

**Recruitment, Selection, and Development of Board of Trustees:** To recruit future Trustees, the applicant group will search for individuals with expertise in a variety of industries to ensure the Board’s capacity to oversee and advise the leadership of CCS on all issues related to the strength of the school. Candidates will be asked to visit the school and attend a board meeting before the Board considers them. The Board will explain the expectations for Trustees and will highlight the prospective Trustees’ specific skills that will help address the Board’s and the school’s needs. The Executive Committee will manage new Trustee orientation. New Trustees will be presented with a Board binder that includes the school charter, by-laws, code of ethics, personnel policies, financial statements, and other relevant documents. They will also tour the school and meet its staff. New Trustees will also learn all legal requirements and fiduciary responsibilities with respect to Board service. When a Trustee joins a Board committee, the committee’s chairperson will be responsible for explaining all relevant information.

**C. Management and Staffing**

CCS’s organizational chart below highlights our management structure and the school’s personnel reporting responsibilities at full capacity:



**\* One Social Worker begins Year 3, one Learning Specialist begins Year 3 and Year 4, respectively, the School Culture Coordinator begins Year 3, and two Arts teachers begin Year 3.**

As teachers at Community Roots Charter School, we benefited from the focused and individualized professional support provided by co-leaders who separate management responsibilities between the lower (K-2) and upper (3-5) grades. Furthermore, our experiences working as co-teachers and for co-leaders reinforced for us the importance of collaboration when managing and supporting any learning community. Successful schools across the country have

counseled us on the value derived from minimizing the operational and financial responsibilities of the academic leaders of a school. Many leading charter schools in New York State and across the country have successfully adopted models with co-leaders separating management of instruction from oversight of operations. Our organizational structure is designed to separate operational duties from academic responsibilities and allow instructional leaders to focus the majority of their time on supporting instruction. The DCIs and DoO will comprise CCS’s Executive Leadership Team.

The DCIs are the primary instructional leaders of the school and will oversee the development and implementation of curriculum. In the first three years of the school, the DCIs will supervise teaching teams across the grades. They will both use their knowledge of elementary curriculum and experiences working with integrated curriculum to create vertically-aligned, inquiry based units of study. They will also utilize their respective skill sets to build school-wide academic programs. Ms. Healy will develop the math curriculum across the grades and Ms. Peters will build the literacy program. At full capacity, K-2 classroom teachers will report to one DCI (Ms. Peters), and grades 3-5 teachers will report to the other (Ms. Healy). In the first two years, before there is a third grade, Ms. Healy will plan and implement the professional development sessions for the staff. She will also support the Learning Support Coordinator in creating a relationship with the CSE and setting up protocols for handling IEPs. Both Ms. Healy and Ms. Peters will provide intervention support as needed. All other instructors, coordinators and social workers will also report to the DCIs. Management of these employees will be divided between the DCIs. One DCI will oversee the Social Workers and the Learning Support Coordinator and the other DCI will manage the specialty teachers and the School Culture Coordinator. We anticipate that, at times, the particular skills sets of the DCIs will call for a different management structure. The DoO will ensure CCS’s operational soundness, fiscal health, and legal compliance. The DoO will supervise the Business Manager and the office’s Administrative Assistant.

In Year 3, we will add a Learning Specialist, a Social Worker, two Arts Teachers, and a School Culture Coordinator. In Year 4, we add an additional Learning Specialist to the staff. We will recruit Learning Specialists whose expertise best responds to the specific needs of the student body based on assessments and observations. The School Culture Coordinator will be responsible for developing and maintaining a supportive school culture in which high-quality student learning is achieved. The Learning Support Coordinator will be responsible for directing the school’s special education services including, but not limited to, implementing students’ IEPs. The Learning Support Coordinator will also oversee the school’s academic program to ensure that it meets the needs of ELL students.

Responsibilities and qualifications for key positions are provided in Attachment 8a.

The staffing plan for the first five years are detailed in the chart below:

<b>Staff</b>	<b>Pre-Opening</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Directors of Curriculum and Instruction	1.0	2.0	2.0	2.0	2.0	2.0
Director of Operations	1.0	1.0	1.0	1.0	1.0	1.0
Business Manager	-	1.0	1.0	1.0	1.0	1.0
Office Aide	-	1.0	1.0	1.0	1.0	1.0

School Culture Coordinator	-	-	-	1.0	1.0	1.0
Learning Support Coordinator	-	1.0	1.0	1.0	1.0	1.0
Learning Specialist	-	-	-	1.0	2.0	2.0
Sustainability Coordinator/Teacher	-	1.0	1.0	1.0	1.0	1.0
Social Worker	-	1.0	1.0	2.0	2.0	2.0
General Education Co-Teachers	-	6.0	9.0	12.00	15.00	18.00
Special Education Co-Teachers	-	6.0	9.0	12.00	15.00	18.00
Arts Teachers	-	1.0	1.0	3.0	3.0	3.0
Total	2.0	21	27	38	45	51

#### D. Evaluation

CCS views evaluation as a cornerstone to reflective, successful practice. Our school will use evaluation to determine areas of strength and opportunities for growth across multiple functioning units in our organization. Our evaluation system will strive to create platforms for input from all community members, including teachers, families, students, the administrative staff, the Executive Leadership Team, and the Board.

**Evaluation of Educational Program, Operations, and Finance:** CCS will thoroughly evaluate its educational program once per year. The Executive Leadership Team will conduct an annual quality review with an outside consulting firm to determine the effectiveness of the CCS educational program on a variety of levels, including leadership, teaching and learning, school culture and climate, and finance and operations.

The Finance sector of CCS will participate in an annual review administered by Charter School Business Management (CSBM). At that time, CSBM will evaluate the effectiveness of the department by looking at fiscal indicators like spending trends, organizational systems, and payroll filing.

In addition to the annual quality review from an outside firm, CCS will take into account constructive feedback taken during annual site visits from the State Education Department. The Board of Trustees and the Executive Leadership Team will also consider information from the DOE Annual Progress Report to evaluate the educational program.

#### Evaluation of Teachers

The founders of CCS believe that a teachers' quality cannot be accurately evaluated within the span of one or two formally observed lessons. In order to make teacher evaluation a useful tool for administrators and educators, the CCS instructional leadership team will utilize a variety of formal and informal measures to gauge teacher effectiveness. The components of the evaluation system include:

- **Clinical Supervision:** CCS educators and instructional leaders will engage in one-on-one clinical supervision cycles monthly. Each supervision cycle will focus on the progression towards professional goals created during collaborative goal setting sessions detailed in Section III.E. During the observation component of the cycle, the instructional leader will

record a transcript of the lesson as well as his or her thoughts and comments concerning instructional practices and student learning.

Teachers will be asked to write a formal reflection to the topics and feedback discussed in the follow-up meeting three times per year. These written reflections will be used as part of the formal evaluation mentioned later in this section.

- **Assembly and Evaluation of Professional Portfolio:** Over the course of a school year, teachers will create a portfolio of their professional work that will aim to capture authentic examples of their growth over time. This binder will include the instructional leaders' write-ups of clinical supervision cycles, examples of lesson plans, notes from informal classroom visits, as well as reflections from on-site and off-site professional development sessions, peer coaching cycles, and professional literature circles. The binder can also incorporate evidence of leadership opportunities the teacher took part in, including plans and materials from professional development or initiatives that the teacher led.
- **Formal evaluation using the Danielson Framework:** Three times per year, the instructional leaders will evaluate each teacher using a holistic professional rubric. The evaluation will be based on recent clinical supervision cycles, student growth data from formative and summative assessments, written reflections to clinical supervision, informal classroom visits, informal observations from collaborative planning and professional development, and the work compiled in each teacher's professional portfolio. In the first year of operation, the instructional team will pilot using the Danielson Framework for this evaluation. After the first year of implementation, the Executive Leadership Team will reflect upon the effectiveness of utilizing the framework, and decide whether to continue with it. In the event that the framework does not fully meet the needs of CCS, the instructional leadership and the Board, and the Program Committee, will use research to make adjustments or create a new comprehensive teacher effectiveness rubric that fits the learning environment.
- **Assessment of Student Growth:** At the beginning of each year, the DCIs will select a diverse sampling of students to analyze from each class. For the entirety of the school year, DCIs will monitor the students' progression using data gathered from formative and summative assessment tools and periodic reviews of the students' portfolios of work. At the end of each year, DCIs will use the analysis results as one component to measure teacher performance.

### **Evaluation of the Leadership Team**

On an annual basis, the Board of Trustees will evaluate the effectiveness of the Directors of Instruction and the Director of Operations.

- **Evaluation of Directors of Curriculum and Instruction:** The Board of Trustees will evaluate the DCIs using a range of measures once a year. First, the Trustees will assess the DCIs using student formative assessment data from across the school year. Trustees will look for positive growth trends to determine whether the DCIs are helping their students make progress in their learning. Second, at the beginning of each school year, the Board and the Executive Leadership Team will create internal goals for the organization that will be worked towards throughout the school year. At the end of each

year, the Board will assess the DCIs by determining how well goals pertaining to teaching and learning were met. They will also assess how well the DCIs are meeting the specific benchmarks and measures set within the New York State Board of Regents' and New York State Department of Education's Charter School Performance Framework.<sup>36</sup> The Board will also hear from the DCIs about their own individual goals. The meeting of the DCIs' individual goals will also be taken into account for evaluation.

- **Evaluation of the Director of Operations:** The Board of Trustees will evaluate the DoO by looking at the operational and financial performance data gathered from the annual evaluation of the educational program. The DoO will also be evaluated based on the meeting of the yearly internal goals mentioned above pertaining to operations and finance. The Board will also evaluate how well the DoO met his or her own individual yearly goals.

### **Evaluation of Family and Student Satisfaction**

The satisfaction of families and students will be evaluated using a host of measures:

- **CCS-Created Surveys:** In correlation with November, March, and June parent-teacher conferences, families will be asked to participate in a brief school-created survey that asks a variety of open and closed-ended questions in an effort to gauge parents' feelings about communication, engagement, school culture including safety and environment, and the instructional programs offered.
- **NYCDOE School Survey:** CCS will use the data gathered from the annual NYCDOE School Survey to evaluate family and student satisfaction. These surveys give information on families' and students' opinions on communication, family engagement efforts, school safety, and quality of instruction.
- **Other Indicators:** Each year, CCS will analyze specific indirect indicators such as student attrition rate, family participation, and formal complaints to evaluate family satisfaction with the educational program.

### **Evaluation of the Board of Trustees**

The Board of Trustees will create an evaluative group assessment tool to determine their effectiveness at the end of each school year. The assessment tool will provoke the Board of Trustees to evaluate their performance based on a number of indicators, including member participation and fulfillment of duties, attainment of the organizational goals set forth, transparency and communication with other stakeholders, and alignment of initiatives to the mission and vision of the school. The Board will also assess the skill sets of its collective members to determine if any weaknesses need to be filled in. From the evaluation, the Board of Trustees will create strategic goals for themselves as a functioning body as well as goals for the organization.

### **E. Professional Development**

Research states that in high-achieving Organization for Economic Co-operation and Development (OECD) countries, primary educators on average spend 800 hours per year teaching; approximately 40 to 60% of their time during work hours is spent planning,

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<sup>36</sup> See: <http://www.regents.nysed.gov/meetings/2012Meetings/November2012/1112p12a1.pdf>

collaborating, analyzing data, learning or doing professional research, and reflecting upon their practice. However, primary educators in the United States spend 1,100 hours instructing their students, equaling roughly 80% of their work time. U.S. teachers typically receive 3 to 5 hours of planning time weekly, and professional development activities tend to happen outside the confines of a workday<sup>37</sup>.

The evidence above confirms that when teachers are given time to plan, learn, and share effective practices with one another, instruction grows stronger and student achievement increases. CCS will create a comprehensive professional development program for teachers, administrators, and staff that will be individualized based on each staff member's specific learning goals and work experience. The majority of professional development time will occur during regular hours of work to promote a healthy balance of work life and personal life. CCS will strive to create a professional learning community in which educators can share and exchange knowledge with one another as well as support each other so that our students can effectively learn. Below are the components of the professional development program:

### **Professional Development Structures**

- **Summer Institute:** The faculty and staff of CCS will participate in an annual summer institute prior to the commencement of the student school year. In its first year, the summer institute will last 15 days, and will shorten to 10 days in subsequent years. During the summer institute, CCS staff will lead and participate in activities and workshops focused on a variety of topics, including community building, school mission and vision, school culture, curriculum, instruction, differentiation, effective collaboration, family engagement, and the creation of the physical school environment. Teachers will work in looping teams (K-1, 2-3, 4-5) to analyze and understand the curricular trajectory for students at CCS, and will meet in grade level teams to plan the first units of study.
- **Fall and Winter Planning Days:** Staff will convene for three successive days in November and two successive days in February for professional development and collaborative planning time. On these days, grade level teams will be given time to reflect upon previous units of study and analyze student data to gauge learning. They will also work within their grade level teams to refine and adapt future curriculum maps and learning goals based on the needs of their students. Other agenda items for these days will be influenced by the interests and needs of individual teachers, grade level teams, and the whole school community.
- **Extended Weekly Professional Development Hours:** A student early release day once per week will allow staff to participate in a variety of professional development activities during the traditional hours of their workday. From 1:15 P.M. until 5:15 P.M, staff will:
  - Participate in a 2-hour grade level planning session in which teachers, curricular specialists, and support providers meet to design lessons within units of study.
  - Take part in one hour of small group teacher or administrator led workshops. These activities include meeting in the critical learning groups, peer coaching partnerships, curricular focus groups, and dissemination sessions led by teachers

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<sup>37</sup> Darling-Hammond, L. (2010). *The Flat World and Education: How America's Commitment to Equity Will Determine our Future*. New York: Teachers College Press.

- who attended an off-site professional development.
  - Attend a weekly all staff meeting to discuss subjects that concern the entire school community.
  - Engage in individual, team, or staff reflection time to share accomplishments, analyze how goals are progressing, and bring up concerns.
  - Evaluate and utilize formative and summative student data to tailor curriculum to the needs of individual learners.
- **Daily Preparation Periods:** Each day, classroom teachers will be allotted time to plan prepare for instruction. There will be two types of preparation periods:
    - **Common Prep Time:** By year 3, grade levels will have one hour-long common preps four times per week. Below details the uses for this prep time:
      - Three times a week, the common prep will be used to at the grade level’s discretion.
      - Once a month, co-teaching teams will meet for 30 minutes to discuss their co-teaching partnership and check in about classroom needs with a DCI.
      - Once every two weeks, grade levels will meet together to analyze assessment data from core content areas and plan instruction.
      - Once every two weeks, each individual teaching team will be allotted one block of common prep time to conduct a CST meeting.
    - **Individual Prep Time:** Twice a week, individual teachers will receive their own 35-minute prep block during a flexible time where the co-teaching model is less necessary (e.g. read-aloud, snack time). Below details the uses for this prep time:
      - This time will be used at the individual’s discretion once a week.
      - Once per week, this time will be used to meet in peer coaching partnerships or with a DCI for Clinical Supervision cycle debriefing.

### **Practices for Individual Growth**

- **Individual Goal Setting:** Educators will take part in one on one goal setting meetings with instructional heads at three points during the school year. During these sessions, each educator will share two to three goals for personal and professional learning. Working together, the instructional head and the teacher will create a comprehensive support plan for attaining each goal.
- **Critical Learning Groups:** Throughout the year, CCS staff will form critical learning groups surrounding topics of their choosing. These groups will occur in rotation during the one hour of small group work detailed previously in the section. These cohorts will participate in professional literature circles, action research, and curriculum studies to collaboratively build their knowledge base in a subject of their choosing.
- **Clinical Supervision<sup>38</sup>:** Teachers, coaches, and DCIs will engage in clinical supervision

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<sup>38</sup> The term “Clinical Supervision” is used in accordance to Glanz and Sullivan’s book *Supervision that Improves Teaching*. The Citation of work is as follows:  
 Glanz, J. G., & Sullivan, S. S. (2004). An introduction to clinical supervision. In *Supervision that Improves Teaching* (2<sup>nd</sup> ed., pp. 117-132). Thousand Oaks, CA: Corwin Press.

cycles on an ongoing basis throughout the year. Each cycle will include a planning meeting, an observation, and a follow-up meeting. During the planning meeting, the teacher and instructional administrator will collaboratively plan a lesson to take place on the following day in the classroom. Then, the instructional administrator will observe the educator implementing the lesson. During the follow-up meeting, the DCI will ask questions, give feedback, and support the teacher in reflecting upon his or her own practice as well as the students learning that occurred over the course of the lesson.

### Clinical Supervision



- **Peer Coaching Cycles:** To build sharing, collegiality, and collaborative practice, CCS educators will be trained as peer coaches. This training will take place during the summer institute. All teachers will participate in monthly peer coaching cycles with one of their colleagues. Teams will be paired together taking into consideration strengths, experience, and individual learning goals. The members of each partnership will rotate between the roles of the teacher observer and teacher being observed. Rotation cycles will incorporate the steps of Clinical Supervision: Teachers will participate together in a collaborative planning meeting, an observation, and a follow-up meeting. On a yearly basis, teachers will switch peer coaching partners and aid in the training of new staff in effective peer coaching practices. Through peer coaching using the clinical supervision framework, we hope to cultivate the mindset that support does not only come from administrators, but from a variety of sources.
- **Off-site Professional Development:** Educators will be able to tailor their own learning path by participating in professional development found outside of the school. Each teacher will be allowed to propose and, upon approval from administration, participate in off-site classes and institutes that align with their professional goals and interests. After attending the off-site activity, the teacher will be allotted extra prep time to plan a dissemination session, in which they present findings and implications of their professional development opportunity to other colleagues.
- **Curricular Stipends:** In preparation for adding a grade each year, teachers will be offered the option to participate in curriculum planning over the course of a break in the school year. If teachers choose to participate in this activity, they will receive a curricular stipend in exchange for their work.

### Practices for Team Growth

- **Shared School-Wide Goal Setting:** At the end of each school year, the staff of CCS will decide upon 1-3 school-wide goals for the upcoming academic year that align with its mission and vision. All staff members will be welcomed to contribute ideas for the school-wide goals. A voluntary planning team will be assembled to gather resources, map out a timeline of benchmarks, and create professional development opportunities and

activities in order for the entire staff to attain the shared goals.

- **Grade Level Common Planning Time:** Grade level teams will share common hour-long prep periods at least two times each week. These periods will be used for a range of purposes including curriculum planning, lesson material preparation, student data evaluation and reflection, and Child Study Teams.

### **Administrative Professional Development**

- **Administrative Critical Learning Group:** The Executive Leadership Team at CCS plans to support one another by participating in a critical learning group focused on topics that connect to leadership. The group will meet on a bi-weekly basis to participate in discussions, literature circles, problem-solving sessions, and dissemination meetings from off-site professional development. The team will also support each other in setting professional learning and leadership goals.

### **Professional Development Program Evaluation**

Staff will participate in a mid-year and end of year evaluative surveys of Professional Development practices at CCS. Administrators will use the information to make changes to the program and better meet the needs of the staff.

### **F. Facilities**

CCS intends to secure public space for its elementary school in CSD 17. We have had two meetings with the NYCDOE's Division of Portfolio Planning. During these meetings, they expressed enthusiasm for our research conducted for The Odyssey Initiative as well as for our school model. The Division indicated that there is NYCDOE space potentially available for co-location in CSD 17 at this time. Furthermore, the New York School Construction Authority's *Enrollment, Capacity, and Utilization Report* revealed that as of the 2011-2012 school year, CSD 17 elementary schools were utilized at a combined 64% capacity. In this report, seven CSD 17 elementary schools were at 50% utilization with an average of 517 available seats at each school, 121 seats more than our targeted capacity. Two more elementary schools were over 50% utilized but had 600 and 430 available seats last year, well above our target. We are aware that under-utilization rates do not solely indicate whether a new school can appropriately co-locate with an existing one. However, we are confident that at least one of these nine buildings will have space to fit CCS, and we are excited to collaborate with the current school's community. We have been in contact with the office of CSD 17 Superintendent Buffie Simmons to discuss our plan and to seek support in facilitating as smooth a co-location process as possible.

We recognize that it is possible that the NYCDOE will not provide public space for CCS so we have looked into private space options. We have inquired into the availability of affordable spaces throughout CSD 17 and neighboring school districts that will allow us to meet our various programmatic needs. We have met with three realtors to inquire about available private spaces and, with architect Josh Brandfonbrener, visited a licensed school facility owned by First AME Zion Church at 54 MacDonough St, in the Bedford Stuyvesant section of Brooklyn. Based on Mr. Brandonbrener's projections, the renovations needed to prepare the space are affordable given our likely budget. The schedule for completion is as follows: three months to design the space, one month for the Department of Buildings to approve the plans and three to four months to renovate the space.

We have also been in communication with Maureen Coughlin, who works in the Division of Charter School Facilities for IGUA Group, Inc. IGUA has identified an available school building at 15 Snyder Avenue in the Flatbush section of Brooklyn. This building was formerly leased by the NYCDOE and recently housed Explore Charter School. The quoted rent is affordable given our budget projection for CCS’s first five years. We have met with David Umansky, CEO of Civic Builders, to discuss the process of building a new space. While we wish to allocate as much of our public funding towards programming for our students and staff, we are aware of the fluctuating nature of charter school legislation and are prepared to adjust our budget if changes in the charter laws negatively affect our expenses or revenues.

At full capacity of 396 students, our facilities needs based on our program are anticipated to be as follows: 18 classrooms, four specialty rooms (music, sustainability, visual arts, and movement), one resource room, and one Occupational and Physical Therapy room at 600 square feet (SF) each, a total of seven 350 SF rooms for: speech therapy, a therapeutic playroom and offices for the two social workers, social work interns, administrators, and the learning support coordinator. We will also need three larger 800 square foot rooms for a main office, a teachers’ workroom, and a family room. Finally, we need one 5,000 SF assembly space/gym/cafeteria, and 2500 SF for bathroom/storage/miscellaneous, totaling approximately 26,750 SF.

We will adopt sustainable practices with regards to our school facilities and recognize the importance of respecting other members of our co-located space while implementing such practices.

## G. Insurance

The CCS applicant team has had discussions with insurance broker Ten Eyck Group and with the Charter School Business Management team, which has extensive experience working with brokers experienced with NYS charter schools. We anticipate putting in place the following insurance coverage prior to CCS beginning operations to meet any applicable requirements, including those of authorizing agencies:

Coverage	Limit
General Liability	\$1,000,000/occurrence \$3,000,000/ aggregate
Workers’ Compensation	Statutory Limits under NY laws
Employee Benefits Liability	\$1,000,000
Automobile/Bus Liability	\$1,000,000
Umbrella Liability	\$5,000,000/ occurrence \$5,00,000/ aggregate
Employment Practices Liability	\$1,000,000
Educators’ Legal Liability	\$1,000,000
Directors & Officers	\$1,000,000
Sexual Misconduct Liability	\$1,000,000/occurrence; \$2,000,000 aggregate
Crime / Fidelity Coverage (Bonds)	\$500,000 - \$750,000
Student Accident Coverage	\$25,000
Catastrophic Student Accident Coverage	\$1,000,000 - \$5,000,000

Note: This is a ballpark estimate and is subject to completed applications and underwriting review.

Compass anticipates that coverage will only be placed with insurance companies rated at least “A” by AM Best. The school’s budget assumes an annual average cost of approximately \$32,000 in years 1-5 for insurance.

## **H. Food, Health, and Transportation**

**Healthy Food Program:** We view healthy school food as a key component to our sustainability program and plan to seize the opportunity to model healthy and sustainable nutrition practices for our students throughout the school day. We expect to have at least 86% of our students qualify for free and reduced lunch and will ensure that students who traditionally do not have access to high-quality nutrition are provided access through our school food program. We plan to implement a “made from scratch” food program within the first five years of operation. We have spoken with a representative from Red Rabbit about the viability of using them as our school food vendor. Red Rabbit is able to provide daily breakfast and lunch meals that fit within the federal reimbursement rates. They are also able to provide a daily snack for approximately \$0.78 per child per day. We have also communicated with Butter Beans and School Food Marketing to find out more about school food program pricing and options.

In the first years of operation, before we have implemented our “made from scratch” food program, CCS will contract with NYCDOE school food services to provide breakfast and lunch. All students who enroll at CCS will complete the School Meals Application ([www.applyforlunch.com](http://www.applyforlunch.com)). This application is a requirement for each child to participate in the federal programs for free and reduced breakfast and lunch. Because the application is available online, we will make computers available to parents during student registration and encourage them to complete the application at the time of registration.

All students will have access to the school lunch program and we will provide every child with breakfast, lunch, and a healthy snack on a daily basis. Families of students who do not qualify for free lunch will be billed for their lunches on a weekly or monthly basis. We will also allocate a portion of our budget for students who do not qualify for free or reduced lunch, but need a school meal and have not paid an outstanding lunch or breakfast fee. These children will continue to receive a lunch and/or breakfast each day and will not be denied due to their account not being paid.

Students may choose to bring their own lunch to school, but the lunch must meet our healthy requirements and not include chips, candy, soda, or other sugary beverages.

**Food Program and Sustainability:** In addition to providing access to healthy food during the school day, we believe it is important for adults to model the nutrition habits that we are working to instill in our students. Our school staff will be given the opportunity to purchase a healthy breakfast, lunch, and afternoon snack once our “made from scratch” food program is implemented.

Over time, we will conduct school food waste audits and make a plan for reducing waste during breakfast, lunch, and snack time. We will move toward using sustainable packaging for school meals and food will arrive at the school in family style containers to keep disposable packaging to a minimum. We will also implement a school-wide recycling and compost program to reduce waste in the cafeteria. We will invite the other school(s) in our building to participate in our waste reduction efforts.

In addition to an emphasis on healthy food served at breakfast, lunch, and snack time, CCS prioritizes healthy eating in the event of a class party, special event, or evening family event.

When food is served at school functions, it must comply with our healthy food policy. We will also limit options for class parties and special occasions. Food will not be used as a reward and will not be taken away as a punishment at CCS. We will encourage teachers and families to donate healthy foods such as fruits, vegetables, 100% juice, low-fat dairy products, and whole grain foods when having a special class event that involves food. We will not permit chips, candy, soda, and other sugary drinks in our classrooms or in the cafeteria. Teachers will not use any of our prohibited foods as instructional tools in their lessons.

**Health:** CCS has requested to be co-located in an existing school building and in the event that this is able to happen, we will contract with the school nurse on site at the school. The school nurse will treat children who are sick or injured, supervise the dispensation of prescribed medication during the school day, and maintain accurate records and correspondence with students' families. In the event that CCS needs to secure a private facility, we will contract with a school nurse to ensure that our school is in compliance with §2853(4)(a) and §912 of the Education Law and that we are providing high quality care to our students. In the event that the nurse is not on site, the responsibilities will be directed to the DoO.

Vision and hearing screenings will be coordinated with the Department of Health and Mental Hygiene by the DoO. A minimum of two staff members will be trained in cardiopulmonary resuscitation (CPR) and the use of automated external defibrillator (AED) equipment. During our annual Summer Institute, all staff will receive training regarding our school health policies and procedures, including policies on the storage and administration of students' medications, first aid provisions, and protocols for health emergencies.

CCS will ensure that all new students adhere to New York State requirements for immunization before they attend. Parents or guardians must provide documentation that their child has received all required doses of vaccines or at least one dose of each of the required vaccines and is waiting to receive the subsequent doses at the appropriate time intervals. Required immunizations include: Diphtheria, Tetanus, Pertussis (DTaP, DTP, Tdap: 3 doses); Polio (IPV, OPV: 3 doses); Measles/Mumps/Rubella (MMR: 2 doses of measles containing vaccine and 1 dose each of mumps and rubella); Hepatitis B (3 doses); Varicella (1 dose). Parents or guardians may waive immunization in accordance with Public Health Law and exemptions to immunizations shall be granted if a licensed physician or nurse practitioner certifies such immunization may be detrimental to the student's health, or if the student's parent or guardian holds genuine and sincere beliefs contrary to such immunizations.

Cumulative health records will be stored in locked filing cabinets accessible only by authorized staff members. Student healthy records will include proof of immunization and authorization for administration of medication. All visits to the nurse, including reason and treatment, will be documented in each child's file. Parents will be expected to provide a minimum of three emergency contacts to be used in the event that their child becomes ill or injured while at school.

**Transportation:** The DoO will be responsible for the coordination and organization of student transportation, including yellow bus service and student Metrocards. He/She will be responsible for submitting forms to the DOE Office of Pupil Transportation (OPT) and determining bus routes and stops for eligible students. We expect that many of our students will live within walking distance, yet we will also provide yellow bus transportation or student Metrocards to the following students:

- Students in grades K-2 who live more than ½ mile from the school.
- Students in grades 3-5 who live more than 1 mile from the school.

- Students who have door to door bus service as stipulated by their IEP.

We will work in conjunction with the CSE to fulfill transportation mandates on student IEPs. Families of students who do not qualify for yellow bus service or a student Metrocard will be responsible for organizing their own transportation to and from school each day. The CCS school calendar varies slightly from the NYCDOE calendar and in the event that CCS is in session, but the DOE is not we will work with OPT to provide transportation to eligible students or make alternate arrangements for transportation.

## **I. Family and Community Involvement**

**Family Involvement:** The CCS Staff intends to make families an integral, valued part of the school community. We believe that the following structures and practices will have a positive effect on building lasting partnerships with families:

- **Communication:** Families will receive regular communication from their child’s classroom. Teachers will send home weekly newsletters and updates to keep families informed about the happenings of their child’s classroom. Parents will also receive formal, standards-based narrative reports three times per year. We will expect our classroom teachers to make informal contact with each family at least monthly via phone to update them on their student’s individual progress.
- **Additional Involvement Methods:** Please refer to section II. F. under the heading “Family Community Building Practices” for additional information about how we will involve and engage our families in the daily happenings of our school.

**Community Involvement:** The CCS staff plans to engage the community it serves in the following ways:

- **Place-Based Learning:** We will form partnerships with members and organizations in our community to expose our students to the many services a community offers its citizens. Through place-based learning, we will invite the members of the community in to educate our students about specific topics and to teach our students the valuable learning opportunities that exist in their own community.
- **Partnerships for the Arts and Sustainability:** We plan to take advantage of student programming offered at the Brooklyn Museum, the Brooklyn Academy of Music, and the Brooklyn Botanical Garden. These organizations already have many opportunities that they offer to New York City Public schools, and we plan to set up partnerships during the planning year based on our needs.
- **Service Learning:** Because of our sustainability focus, we plan to support our students in designing service projects to better serve the needs of the community.
- **Community Events:** If permissible at our facility, we plan to host events in which all community members are invited in to experience our learning community. These opportunities will be designed after we receive the school placement so they can best be tailored to the community we will serve.

- **Partnerships with Neighboring Schools:** The members of the CCS founding team created The Odyssey Initiative as a way to share examples of best practices from successful schools with educators across the nation. We are fully committed to making every effort to share the successful practices we implement in our school with neighboring schools in the community, and will work to create professional development partnerships in which our teachers and the teachers from other schools in the district can share with each other. CCS will host educator visits and professional workshops focused on key parts of its educational program, including topics like sustainability, arts integration, peer coaching, balanced literacy, and constructivist math.

## **J. Financial Management**

**Financial Policies and Responsibilities:** CCS's management policies and procedures ensure fiscal responsibility and appropriate management of the school's revenues and expenditures. CCS's Board will have the responsibility to approve fiscal policies and provide academic, financial, and regulatory oversight of the school. The DoO will have responsibility for the school's financial management under the direction of the Board. The DoO will also oversee the school's financial functioning, including preparation of its annual budget, to be conducted by a contracted financial consultant in years 1 and 2 and the DoO thereafter. The Board will evaluate the budget prior to approval. The DoO and the DCIs will review expenses regularly to ensure that spending remains consistent with the budget, and will provide monthly updates to the Board. The Board will ensure that the budget supports CCS's work to achieve its mission and educational priorities and that its financial management plan thoroughly accounts for all aspects of the school operations and expenses. CCS will consult with CSBM, the New York Charter School Center (NYCSC), and other parties to obtain guidance on procedures including Board support, quality reviews, and back-office consultation.

**Tracking Enrollment and Eligibility:** The DoO will be responsible for tracking student enrollment and attendance, Title I eligibility, and special education and ELL enrollment as it relates to state and federal entitlements and other grants. The DoO will track the eligibility of each student from the student recruitment phase, during registration, and throughout the school year. She/he will be responsible for ensuring that student data is secure and protected. She/he will also be responsible for tracking all support provided through federal entitlements and other grants.

**Annual Financial Reporting and Independent Financial Audit:** The DoO is responsible for ensuring that timely and accurate financial statements are prepared for the end of the fiscal year on June 30. The Board will select and hire a certified public accountant to ensure that the school's financial records adhere to Generally Accepted Accounting Practices and to conduct an annual financial audit (which shall be reviewed by the Board, including its Finance Committee). 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 expenses. The audit will also include a report containing any significant findings in the financial processes of the school. This audit will be conducted in accordance with applicable accounting standards and will be included in the school's Annual Report, which will be made public via the school's website.

**Procurement:** The DoO will oversee CCS's procurement practices. S/he must approve all school-related purchases up to \$200. S/he and one of the DCI must approve all expenditures exceeding \$200. Purchases of \$1,000 or more will require a comparison of at least three vendors according to price, quality, dependability, and delivery time, followed by the DoO's and one of the DCIs' approval. Purchases exceeding \$20,000 will require a competitive bidding process or sole-source justification demonstrating a vendor's unique qualifications, along with the approval of the Finance Committee.

**Payroll:** The DoO will be responsible for the maintenance of a personnel file for each CCS employee. These files will include up-to-date salary, benefits, and withholding tax information including IRS I-9 and W4 forms and will be secured with access limited to DoO and individuals under his supervision specifically authorized for this purpose. CCS will contract with a payroll service to provide payroll processing. Personnel will be paid bi-weekly by check or direct deposit. Any contracting services will be processed as accounts payable with IRS Form 1099 issued annually to independent contractors. The DoO or individuals under her/his supervision will record payroll expenditures to Compass' accounting system.

**Cash Management and Investment:** The DoO, with the approval of the Board, will identify and invest excess funds in money market and interest bearing savings accounts. Formal approvals and transfer will follow guidelines described in the school's Financial Policies and Procedures (FPP) Manual. With the approval of the Board, the DoO may establish credit lines and borrowing limits if needed in correlation with the school's FPP based on annual audits, financial statements, and cash flow projections. The DoO will alert the Board if lines of credit or borrowing limits are inadequate to meet the needs of the school. No amendment may be made to the borrowing policy and credit limits without prior Board approval.

## **K. Budget and Cash Flow**

We have prepared a conservative budget with assumptions based on the experiences of other operating charter schools and the expertise of CSBM. Our revenue estimates assume we will achieve 95% of our target enrollment in our first year. Given our dedication to meeting the needs of all types of learners and students as well as the attention to parent engagement we plan to implement, we are confident that we will have attrition rates less than or equal to those of other high performing charter schools (5%). We also intend to backfill all of our seats in every grade. While we are confident that we will be able to fill every open seat due to attrition, we have conservatively assumed that we will only backfill 80% of those seats. If we are unable to meet these goals, we will adjust our hiring plans in order to insure the financial security of the school. Our expenses assume 100% enrollment. The per-pupil rate of \$13,527 is held constant over five years. Based on the fund-raising experience of The Odyssey Initiative, we have conservatively assumed that CCS will have \$50,000 in annual revenue from grants and fundraising.

### **Pre-Opening**

*Revenues:* We have assumed revenues of \$250,000 from the first year of CSP funding, E-rate contributions and fundraising. Given our founders' experience raising over \$270,000 for The Odyssey Initiative in less than a year, and the addition of a dedicated Board, we think our fundraising targets (\$50,000 per annum) are conservative.

*Expenditure:* Our expenses include salaries for two of the three members of the Executive Leadership Team, financial start-up support from CSBM, office furniture and supplies, network services and expenses related to teacher and student recruitment.

*Cash Flow:* We anticipate a positive cash balance for each month of the Pre-Opening period. Given the possibility that CSP grant funding will arrive in the early spring of 2014, we have begun seeking no or low interest loan commitments from our supporters to cover any gap expenses. We have already received one pledge to assist us during the early months of 2014.

### **Year One Budget**

*Revenues:* 77% of revenue is from per-pupil funding for general and special education students; we do not expect to receive IDEA funding until April of 2015 at the earliest. According to the NYCDOE's citywide progress report, 15.5% of CSD 17's elementary school students had IEPs. We have conservatively estimated that in year one, 8% of our students will have IEPs and 70% will qualify for free or reduced price lunch. The District average is 86%. We anticipate receiving \$300,000 in CSP funding.

*Expenditures:* 75% expenditures is salary related. 34% of salary is administration; 66% is instructional staff. While we anticipate hiring collaborative team teachers with experience, we conservatively have assumed that the average experience of our co-teachers will be four years and seven years for the junior and senior teachers respectively. Our salaries represent a 10% increase on the NYCDOE's scheduled salaries for teachers with such experience. 7% of expenses are devoted to contracted services. School operations are 15% and facility operations are 2% of our costs.

*Cash Flow:* While salaries are distributed evenly across the year, supplies, furniture and other start-up costs are incurred early in the year. Based on other schools' experiences, we anticipate receiving DYCD funds in the spring. We expect a positive cash balance in all but one month of the first year of operation. Given our conservative estimates we believe we will be able to cover that month as well. We will secure a short-term bridge loan if necessary.

### **Five-Year Budget:**

*Revenues:* As CCS grows, we conservatively assume 12% of the student body will have IEPs, in comparison to the District average of 15.5%. Title I funding will also increase as the school grows. We assume that textbook related government funds will remain constant each year.

*Expenditures:* Salaries will increase by 3% each year unless economic conditions require a change to this practice. A Visual Arts Teacher, Movement Teacher, School Culture Coordinator, and a second Social Worker are hired Year 3. The Executive Leadership Team will receive raises in Year 3 (\$100,000 per annum) and Year 5, (\$120,000 per annum) to bring their salaries more in line with those of charter school leaders in New York City. Administrative salaries will represent 14% of total expenses in Year 5. \$25,000 is set aside in each of the first three years to establish an escrow account for dissolution.

**Charter School Program Grant:** Our budget assumes that CCS will receive \$500,000 in CSP funding. We believe that we will be eligible for the entire \$750,000 because CCS's specific priorities are aligned with the larger grant's design priorities. Our school will be located in CSD 17, where 86% of students were eligible for free and reduced price lunch last year. Our school outreach plan is designed to meet enrollment and retention targets for at-risk students. While we do not anticipate being unsuccessful in reaching our goal, we will adjust our admissions policy to give preferences to those students who are under-represented.

## L. Pre-Opening Plan

Category	Task Description	Dates	Responsible
Governance	Ratify By-laws and Code of Ethics	1/14	BoT
Governance	Appoint Board Officers, Finalize Board Calendar, Conduct First Board Meeting	1/14	BoT
Governance	Obtain Insurance for Board of Trustees, file IRS form SS-4, apply for unemployment number, create FOIL policy	1/14	BoT
Governance	Approve fiscal policies and procedures	1/14	BoT
Operations	Sign up for administrative access to NYSED TEACH system	1/14	DoO
Business	Contract with CSBM for financial services	1/14	BoT, DoO
Business	Obtain 501(c)3 status and establish bank account	1/14 – 5/14	BoT
Operations	Student Recruitment Efforts: Disseminate materials, hold community information sessions at local organizations and libraries, outreach to local resident in their homes	1/14-4/14	DCIs, DoO
Academic	Teacher Recruitment and Hiring: Draft job descriptions, post positions, screen and interview candidates, check references	1/14-5/14	DCIs, DoO
HR	Hire school staff: Determine salary based on salary schedules, offer letters	2/14-6/14	DCIs, DoO
Business	Select/administer school-wide insurance policies	2/14-4/14	BoT, DoO
Academic	Research, secure, and develop curricular resources; create scope and sequences and unit plans aligned with state standards and CCLS	2/14-5/14	DCIs
Facility	Secure Facility	2/14-3/14	BoT
Facility	Ensure improvements and repairs are made	3/14-5/14	DoO
Operations	Finalize and Distribute Staff Handbook and Personnel Policies	2/14-5/14	DoO, DCIs
Academic	Coordinate and Plan Staff Summer Institute	3/14-5/14	DCIs, DoO
Operations	Select server and computers, complete technology plan for five years of initial charter	3/14-4/14	DoO
Facility	Purchase and assemble furniture	3/14-6/14	DoO
Facility	Ensure wireless internet is installed and tested	4/14-6/14	DoO
Facility	Ensure phone lines, phone system, and fax machine are installed and tested	4/14-6/14	DoO
Academic	Hold public lottery and inform parents	4/14	DoO
Business	Approve budget for FY 14-15	4/14	BoT
Operations	Finalize and distribute school calendar	4/14	DoO
Operations	Secure school meals and transportation	4/14-5/14	DoO
Operations	Secure nursing and custodial contractors	4/14-5/14	DoO
Operations	File all student enrollment forms as required by law	4/14-8/14	DoO
Academic	Draft, send, and collect signed hire letters for all staff with support of pro bono Attorney	4/14-5/14	DoO
Academic	Purchase curricular materials needed for Summer Institute and finalize outside PD providers for Summer Institute	4/14-5/14	DCIs
Operations	Select/administer staff benefits	4/14-8/14	DoO
Operations	Collect enrollment forms and documentation	4/14-9/14	DoO
Operations	Finalize and distribute Student Handbook	5/14-9/14	DCIs/ DoO
Recruitment	Conduct Family Meetings and Open Houses for Admitted Students	5/14-9/14	DCIs/ DoO
HR	Complete fingerprinting and background checks	5/14-6/14	DoO
Operations	Secure Insurance Policies	5/14-6/14	DoO
Academic	Contract with Related Service Providers	5/14-7/14	DCIs
Facility	Obtain Certificate of Occupancy	6/14-7/14	DoO

Operations	Develop healthy and safety handbook, secure first aid resources, train staff	6/14-8/14	DoO
Facility	Finalize facility preparation (offices, room signs, staff mailboxes, staff workroom)	6/14-7/14	DoO
Academic	Finalize annual school goals	6/14-7/14	DCIs
Operations	Complete School Safety Manual	7/14	DoO
Operations	Complete Operations Manual	7/14	DoO
Governance	Vote on Financial Policies and Procedures, HR Manual, School Safety Manual, Operations Manual	7/14	BoT
Finance	Complete initial statement of financial controls	7/14	DoO
Academic	Lead Staff Summer Institute	8/14	DCIs, DoO
Academic	Train staff on financial, operational, HR, and safety procedures	8/14	DoO

BoT= Board of Trustees; DCIs=Directors of Curriculum and Instruction, DoO=Director of Operations

### **M. Dissolution Plan: Procedures and Assurances**

CCS has allocated \$75,000 to be used in the event of its dissolution to pay for related legal and audit expenses. In connection with the dissolution, CCS's assets will be applied to satisfy the school's debts in accordance with NYS Education Law §220. The school's remaining assets will be transferred to the NYCDOE. In the event CCS is to be closed, the Board will create a closure plan in accordance with law and any Closing Procedures specified by the NYS Education Department. The Board would form a new Closure Committee tasked to oversee the closure. The Board and Closure Committee would work directly with the DCIs, the DoO, and the school's staff to develop and implement the closure plan. The Closure Committee and the Board will delegate to the DCIs responsibility to manage the day-to-day dissolution process and to implement the closure plan approved by the Board. If both DCIs are not available for any reason or the Board otherwise determines appropriate, the Board will select another full time staff member of the school to fulfill such duties.

The closure plan will include prompt notification to the parents and legal guardians of children enrolled in the school. Such notification will be made in no more than five business days following the adoption of the closure plan by the Board. In addition, CCS will convene at least one public meeting to which all parents and legal guardians of children enrolled in the school will be invited in order to provide information on the closure and on the students' options for other schools in the area. The first such meeting will be convened no more than 10 business days following the adoption of the closure plan by the Board.

Within 15 business days of adoption of a closure plan, the school will (i) transfer student records to the district; (ii) notify the parents and legal guardians of enrolled students of the transfer of such records; and (iii) send copies of each child's records to the child's parents or legal guardians. The school will take appropriate precautions to protect records and information that may personally identify students. CCS's staff will also work with students and their families to identify appropriate schools with programs best suited to meet each 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 in the lives of students and their families.

## **Attachment 1: Admissions Policy and Procedures**

Compass Charter School (CCS) is a tuition free public charter school that is available to all elementary school aged children who are legally qualified to attend public school in New York City. Compass will not discriminate in its admission policies on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry. In our first year of operation we will admit 66 kindergarten students in addition to 66 first grade students. In successive years, we will admit 66 new kindergarten students each year.

We will backfill any vacant seats in kindergarten through fifth grade to account for student attrition. We plan to implement a retention plan that works to retain all students, but we know that occasionally students move to other locations and/or transfer to other schools. As a public school we feel it is our duty to offer these vacant seats to applicants in all grades. We have created a plan to include new students at all grade levels and to ensure that they are welcomed as part of our school community. We will also administer screening assessments to determine their academic needs in order to provide differentiated instruction from the beginning of their time at Compass Charter School.

Compass Charter School will prioritize efforts to disseminate information and raise community awareness about the school. We will visit local preschools, Head Starts, faith-based organizations, and community-based organizations to provide information about the school. We will also seek out advocacy groups for children with special needs and groups who work with students who are at-risk for academic failure and provide them with information about our educational program. We will canvass the neighborhood by knocking on doors and reaching out to people in parks, libraries and local businesses. We will host informational sessions at local community organizations, preschools, day care centers and public housing complexes. In our outreach we will distribute flyers and post informational posters in English as well as other languages present in CSD 17 to provide information about CCS. Our outreach efforts will highlight our special education services as well as our differentiated, progressive approach to education that we believe is beneficial to all children.

Parents who are interested in enrolling their child at Compass Charter School must complete an application. The application will be available on our website, the New York City Charter Center's website, in our school office, and will be sent by mail to interested families. Compass will adhere to the guidelines from the State Education Department in designing the application. The application will ask for contact information, information about siblings enrolled at CCS, district of residence, and birth date of the child. Students applying for kindergarten must be 5 years of age by December 31<sup>st</sup> of the year they are applying. The mission statement and key information about the school will be added to the application along with the school logo. The application will be modified to the chosen font used for all Compass Charter School communication. The application will be available in English as well as other languages spoken in the surrounding community.

All applications must be received at Compass Charter School by 5:00pm on April 1<sup>st</sup> of each school year. Applications may be hand delivered, completed online, or sent via mail or email. A

notification will be sent to parents to inform them that their application has been received. Notifications will be sent via email or mail depending on the form in which the application was submitted.

If we do not receive as many applications as vacant seats, all students who applied will be admitted. In the event that we receive more applications than vacant seats, we will hold a public lottery within two weeks of the application due date. The lottery will be publicized as a public event, and will be overseen by a neutral third party to ensure that the lottery is just and fair. All students' names will go into the lottery pool and will be chosen one at a time to fill each vacant seat. Applicants who have siblings enrolled in the school and/or reside in CSD 17 will be noted and will be chosen first in the lottery process. All other applicants will be drawn randomly after siblings and students residing in CSD 17.

Once all available seats are filled, the remaining names will still be pulled one at a time from the pool and will be added to a waitlist in that order. In the event that we have an available seat due to a student not enrolling after being chosen in the lottery or student attrition, we will contact the families of the children on the waitlist in their original order to fill vacant seats. This will not only occur before the start of the school year, but throughout each school year to ensure that all of our available seats are filled, therefore allowing us to provide quality instruction to as many children as possible. Applications received after April 1<sup>st</sup> of each year will also be added to the bottom of the waitlist after the public lottery in the order they are received. The wait list is only valid for the current school year and students who are not admitted must reapply for the following school year.

Within three days of the public lottery, Compass Charter School will notify all applicants via email and mailed letter. Parents will be informed of whether their child was chosen in the lottery or placed on the waitlist. Parents of children placed on the waitlist will be notified of their position on the waitlist. When a seat becomes available we will contact the families on the wait list in the order they appear on the original list. We will contact parents via phone call and they will have 24 hours to enroll their child at CCS. If a parent does not return our phone call or chooses not to enroll their child, we will proceed to the following child on the waitlist until all available seats are filled.

The email and mailed letter to parents of students who are admitted to CCS will inform them of the documents they will need to provide in order to enroll their child. They will need to bring an original birth certificate to verify the age of their child, proof of address, social security card, and immunization records. Students who are admitted to Compass Charter School are guaranteed enrollment for all grade levels we offer. Each spring, we will ask families to inform us of their plans for the following school year and whether they choose to re-enroll their child. We will use this information to plan for our recruitment of students in grades one through five as needed.

## Attachment 2: Samples of Evidence of Community Outreach

The CCS founding team met with staff from the following day care centers, afterschool programs, and faith-based organizations. Information about our program was shared and flyers for community outreach events were distributed.

<p><b>Friends of Crown Heights Day Care Center</b> 671-675 Prospect Place Brooklyn, NY 11216 <b>Telephone:</b> 718-638-8686 Serves children ages 2 months-5 years</p>	<p><b>The Garden of Learning Day Nursery</b> 834 Prospect Place Brooklyn, NY 11216 <b>Telephone:</b> 718-778-0996 Serves children ages 2-6</p>	<p><b>Esperanza Family Day Care Center</b> 1113 Park Place</p>
<p><b>Sunshine Infant and Toddlers</b> Corner of Sterling and Troy Spoke with Ms. Sanders and Cindy</p>	<p><b>John Edward Bruce Day Care #2</b> 196 Albany Avenue Brooklyn, NY 11213 <b>Telephone:</b> 718-773-5795 Serves children ages 2.6 to 9</p>	<p><b>Little Angel Day Care #6</b> 272 Troy Avenue Brooklyn, NY 11213 <b>Telephone:</b> 718-774-7747 Serves children ages 2 to 6</p>
<p><b>Magic Kingdom Nursery School</b> 275 Kingston Avenue Brooklyn, NY 11213 <b>Telephone:</b> 718-493-9290 Serves children ages 1 to 13</p>	<p><b>Park Place Day Care Center</b> 963 Park Place Brooklyn, NY 11213 <b>Telephone:</b> 718-778-8558 Serves children ages 2.6 to 5</p>	<p><b>St. Johns Day Care Center</b> 1492 St. Johns Place Brooklyn, NY 11238 <b>Telephone:</b> 718-756-0496 Serves children ages 2.9 to 10</p>
<p><b>St. Johns Place Family Day Care Center Corporation</b> 1620 St. Johns Place Brooklyn, NY 11233 <b>Telephone:</b> 718-771-7720 Ext. 221 <b>Fax:</b> 718-771-3980 <b>Email:</b> office@stjohnsplace.org Serves children ages 2.6 to 5 <b>Services:</b> Educational trips, early childhood education, language and literacy, computer activities and nutritious meals daily.</p>	<p><b>Bedford Stuyvesant Early Childhood Development Center (Head Start)</b> Ms. White will refer us to Ms. Charles, Education Director. Proposed us talking to all 13 sites. Excited that we are experiential.</p>	<p><b>Young Minds Day Care</b> Fulton and Grand Left infor for Director with Ms. Moore.</p>
<p><b>Creative Minds Day Care</b> Corner of Eastern Parkway and Kingston</p>	<p><b>Boys and Girls Club</b> 2245 Bedford Avenue Brooklyn, NY 11226</p>	<p><b>Elim International Fellowship</b> 32 Madison</p>

March 1, 2013

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

Dear Chancellor Tisch,

My Name is Michael J. Sclafani. My wife Valentine Leung and I live in Prospect Heights with our 4 year old, Marcel Sclafani. Valentine has been a resident for 14 years, and we opened a florist on Park Place, Park Delicatessen, in 2009. I am also active with Community Board 8's Economic Development Committee, and a board member of the Washington Avenue Prospect Heights Association.

We recently met Todd Sutler, Michelle Healy and Brooke Peters at one of their community outreach meetings in Crown Heights. We were very excited to hear their philosophy and vision for Compass Charter School. We recommend that Compass Charter School open in Crown Heights Brooklyn, District 17.

As a business owner, longtime resident, and parent with a child set to start Kindergarten next year, I know that this neighborhood is in need of better and more progressive education options. After meeting with the Compass team, I believe that they have a thoroughly researched plan to open a school that will make a difference for District 17's children and for the future of this community.

Best Regards,

Michael J. Sclafani  
Valentine Leung

Park Delicatessen  
533 Park Place  
Brooklyn NY 11238

**Alexa Fairchild**

School Programs Manager, Education

February 22, 2013

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

Dear Chancellor Tisch:

This letter is in support of Compass Charter School and its proposal to partner with the Brooklyn Museum.

Brooklyn Museum is one of the oldest and largest art museums in the country and our Education Division has long been a pioneer in the field of museum education. We are located in Community School District 13, the same neighborhood as the proposed elementary school, Compass Charter School. In addition to our close proximity, the Museum's mission "to act as a bridge between the rich artistic heritage of world cultures, as embodied in its collections and the unique experience of each visitor" is well-aligned with Compass's interest in "using the process of inquiry to equip students with the necessary skills to lead fulfilling lives, including a developed sense of self, ability to think in innovative and flexible ways, and inspiration to make a positive impact on their community."

Our world-renowned collections range from ancient Egyptian masterpieces to contemporary art and represent a wide range of cultures. This diversity in our collections enables our education staff to develop powerful connections to classroom curricula. Our educators also model a way of learning that helps K-12 students and teachers construct meaning from interactive experiences with works of art. The Education Division strives to create a welcoming environment in which we stimulate critical-thinking skills and social interaction; engage visitors in focused observation; provide access to information and resources; encourage individuals to express themselves through discussion or art-making; and respond to visitors' different developmental needs and learning styles.

We are pleased to recommend Compass Charter School partner with the Brooklyn Museum in the following ways:

**Brooklyn Museum**

200 Eastern Parkway, Brooklyn, NY 11238-6052

T 718-501-6201 F 718-501-6129

Alexa.Fairchild@brooklynmuseum.org

#### Guided Gallery Visits

Guided gallery visits are led by a museum educator in the Brooklyn Museum's galleries. Lessons are designed to encourage close looking and in-depth discussions and allow students to interpret art and its cultural context through strategies such as open-ended and guided questions, storytelling, movement, writing, and drawing.

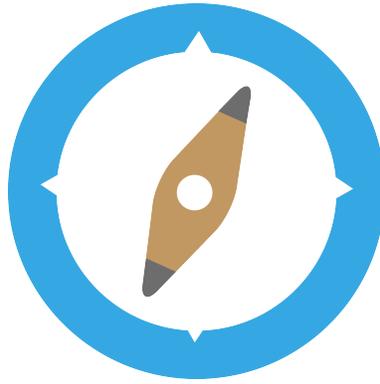
#### Professional Development Workshops

The Brooklyn Museum offers programs and resources for teachers of all subject areas and grade levels. They are designed to introduce teachers to the Museum's permanent and special exhibitions, to offer techniques for integrating visual arts and object-based learning into the classroom, and to help teachers from all subject areas find connections with the collections.

We look forward to collaborating with Compass as they embark on this exciting array of programming for their students.

Best regards,  
Alexa Fairchild

## Examples of Outreach Flyers



# Compass Charter School

*Compass Charter School is a proposed, new public school that will serve children in grades K-5. We plan to open with kindergarten and first grade in the fall of 2014 in CSD 17.*

### **Our Mission:**

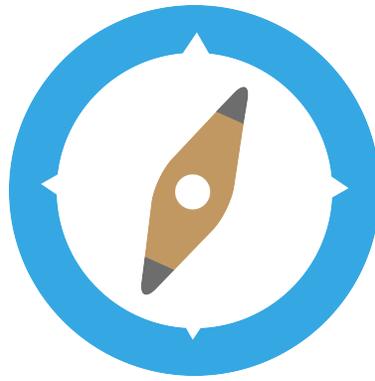
Compass Charter School is a safe and nurturing educational environment that honors the individuality of each learner. By engaging in a process of inquiry, our graduates will be equipped with the necessary skills to lead fulfilling personal and professional lives, including a developed sense of self, the ability to think in innovative and flexible ways, and the inspiration to make a positive impact on their community.

### **School Highlights:**

- Meaningful project-based learning focused on the living world, social justice, and the arts
- Low student-to-teacher ratio with two teachers in each classroom
- Teachers will stay with the same class for two consecutive years
- Balanced literacy framework in which students engage in reading, writing, listening, and speaking during our daily literacy block and project time
- Mathematics program will emphasize student-driven exploration, problem solving, collaborative group work, and discussion

### **How To Get Involved:**

- Visit our website ([www.compasscharterschool.org](http://www.compasscharterschool.org)) to find out about community outreach meetings and to learn more about our school model
- Visit our Facebook page (<https://www.facebook.com/CompassCharterSchool>) to learn about our school model and find out about community outreach meetings
- Send us an email at [compasscharter@gmail.com](mailto:compasscharter@gmail.com) with your comments, questions, support, or concerns regarding our school model
- Come to a Community Outreach meeting to meet the team, learn about the school, and share your thoughts. Meetings are listed on our website and Facebook page.



## Informational Meeting: Compass Charter School

When: 2:00pm, Saturday, February 23<sup>rd</sup>, 2013

Where: Marcy Library Meeting Room

617 Dekalb Avenue, at Nostrand Avenue

Brooklyn, NY 11216

*Compass Charter School is a proposed, new public school that will serve children in grades K-5. We plan to open with kindergarten and first grade in the fall of 2014 in Community School District 17.*

### **Our Mission:**

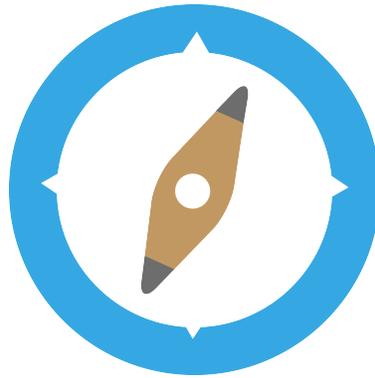
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### **How To Get Involved:**

- Visit our website ([www.brooklyncompass.org](http://www.brooklyncompass.org))
- Visit our Facebook page (<https://www.facebook.com/CompassCharterSchool>)
- Send us an email with your feedback at [compasscharter@gmail.com](mailto:compasscharter@gmail.com)
- Come to an Informational Meeting to meet the team, learn about the school, and share your thoughts. Meetings are listed on our website and Facebook page.



## Informational Meeting: Compass Charter School

When: 1:00pm, Saturday, March 9<sup>th</sup>, 2013  
Where: Crown Heights Library Meeting Room  
560 New York Avenue, at Maple Street  
Brooklyn, NY 11225

*Compass Charter School is a proposed, new public school that will serve children in grades K-5. We plan to open with kindergarten and first grade in the fall of 2014 in Community School District 17.*

### **Our Mission:**

Compass Charter School is a safe and nurturing educational environment that honors the individuality of each learner. By engaging in a process of inquiry, our graduates will be equipped with the necessary skills to lead fulfilling personal and professional lives, including a developed sense of self, the ability to think in innovative and flexible ways, and the inspiration to make a positive impact on their community.

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### **How To Get Involved:**

- Visit our website ([www.brooklyncompass.org](http://www.brooklyncompass.org))
- Visit our Facebook page (<https://www.facebook.com/CompassCharterSchool>)
- Send us as an email with your feedback at [compasscharter@gmail.com](mailto:compasscharter@gmail.com)
- Come to an Informational Meeting to meet the team, learn about the school, and share your thoughts. Meetings are listed on our website and Facebook page.

**Email transcript sent by a parent volunteer in CSD 17 to other parents in CSD 17 to inform them of our work and outreach meetings in January of 2013.**

---

I am a parent in district 17, last week I posted an invitation to my home, for parents interested in attending a meeting to learn more about a progressive, child oriented charter school looking to find possible placement in our district. I have since gone to a meeting w Marc Sternnberg, who is deputy of operations in the department of education. Parents and charter schools were invited to attend with the purpose of finding out the best ways to facilitate better education for our children. His advice was for parents to use their voice, push for better options, support progressive schools or any school you would like to have in your district. It will take time and effort but it can be done. The DOE listens most to parents.

We have an opportunity to change our options, three teachers from the Community Roots Charter school are opening their own school. They are looking in District 13,17,16. The district shown to have the most need and the most desire for this school will most likely have it placed in their district. If we take action and show support and interest in schools with innovative education ideas we could make a difference for our children's education and also be excited about school options in our neighborhood.

There is another community meeting for this school, we have to show that there is interest. If you missed the first opportunity please take this second chance to come to this meeting to meet the teachers, who are also very excited to hear from you about your thoughts on education. They have just completed a 4 month tour of the country looking at all types of education models to add to their already innovative ideas for a community supported, child oriented charter school. Please come show your support and desire for better schooling options for our children.

Details....

**Where: 1024 Dean St. #4 between Franklin and Classon**

**When: Friday January 11<sup>th</sup>, 6:30 pm**

**RSVP: [kelseymaryadams@gmail.com](mailto:kelseymaryadams@gmail.com)**

Best, Kelsey Adams (mother of Rapha 4yrs and Indio 4months)

**Email sent by Compass Founding Team to all parents who attended one of our many community outreach meetings and feedback from parents who attended. Emails such as the one below were sent periodically after outreach meetings and specifically asked families to provide their feedback on our school model.**

Feedback on School Design Odyssey Initiative/Compass Charter School



Inbox x



**Brooke Peters** <brooke@odysseyinitiative.org>

Feb 11 ☆



to mcdonnell.cait., jennifer.gage, kbanahan, funk, katiep, benjaminives, robinbasalla, tara, Wendy, anna

Dear Families,

Thank you for attending one of our information sessions to learn more about a new public school option in Brooklyn. If you were at one of our early meetings, we did not yet have a name for our proposed school. We recently decided upon Compass Charter School.

We intend to open with three kindergarten classes and three first grade classes in the fall of 2014. We are asking for preference to District 13 or 17 in Brooklyn. Our final placement will be determined by available space in a public school building.

We are incorporating the elements of school design that we shared at our outreach meetings. The details of our model can be found in the "About" section on our Facebook page (<https://www.facebook.com/CompassCharterSchool>).

We value your feedback regarding our educational model and new school proposal. Please help us to learn more about what you are looking for in a school for your child by sending your feedback to us directly at [compasscharter@gmail.com](mailto:compasscharter@gmail.com). We will reflect upon your feedback and incorporate it into our charter application.

Thank you for your time and we look forward to hearing from you!

Sincerely,  
Brooke, Michelle, and Todd  
Co-Founders of The Odyssey Initiative and Compass Charter School

**Heather Joseph**

Feb 17 ☆



to me

Dear Brooke, Michelle, and Todd

Thank you for your follow-up email. My husband and I remain very interested in Compass Charter School. Our son, James, will be entering kindergarten in fall of 2014, and we are hopeful that you will secure a place in District 17. We remain very impressed with your educational model and, provided you are in 17, Compass would be our top choice.

Please keep us posted on any news!

Very best,  
Heather and Matthew Joseph  
558 Parkside Avenue

...

**Capsule CRM**

The simple CRM for taking care of customers. [Activate Capsule](#)

**Brooke Peters** <brooke@odysseyinitiative.org>

Feb 17 ☆



to Heather

Thank you so much for your feedback. We appreciate it very much!  
Please keep in touch with any questions or concerns.  
Thank you.

**Andrea Orlando** <andreaorlando13@gmail.com>

Jan 31 ☆



to me

Thanks Brooke for the update! We are rooting for District 17.

Best,  
Andrea (mom to Lilah, 2, who hopefully would get to attend in 2015)

 **minorikuraoka-moors** <minorikuraoka@hotmail.com>  
to me 

Jan 31  

Hello,

We are very interested in this new charter school.  
Our daughter currently goes to Community Roots which she loves it but we would like to know more about CCS for our little one who will be K in fall 2014. Which zone will it be?  
Thank you,

Very best,

Minori and Alexandre Moors

 **Brooke Peters** <compasscharter@gmail.com>  
to minorikuraoka-moors 

Feb 1  

Thanks for your email. We are asking to be placed in district 13 or district 17. The Dept of Education will make the final decision based on available space in a public school building.

What are you looking for in a school for your little one?

Thanks,  
Brooke  
Co-Founder The Odyssey Initiative and Compass Charter School

----- Forwarded Message -----  
From: **Kate Digby** <digby.kate@gmail.com>  
Date: Fri, Jan 18, 2013 at 10:02 AM  
Subject: thank you  
To: Todd Sutler <todd@odysseyinitiative.org>

Dear Todd,

Thank you again for coming out to meet with the parents of LGM. It was wonderful to meet your partners in this endeavor and learn more about your process and plans - I really do love so much of what you are talking about and envisioning for the school. I'm sorry I had to duck out early again - had to get home to nurse the hungry baby - and will catch up with some of the other parents to hear what I missed.

In the meantime I wanted to send you two links that might be of interest.

1. On the topic of **Arts Integration**

In addition to being a dancer/choreographer I work for the incredible Children's Theater Company

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

CTC has a great track record of working within schools and in after school programs with funding from DOE and DYCD as well as City Councilors to provide incredible theater education programs for kids 5-18. What is particularly amazing is that all of the productions explore global, ethical, socially relevant issues so the kids are learning about things like global warming and corporate greed through the Dr. Seuss-inspired musical "Lorax & the Moneybags" or delving into the history of racial and gender inequality through works such as "Henry 'Box' Brown" and "RESPECT: A musical history of women".

Anyway, I could go on and on, and I realize that you may have already decided to start with a Visual Arts component, but I just wanted to offer this organization as one that seems to fit well with your stated focus around social justice and sustainability and one that might be able to partner with you to fund its placement within your school. I'll put a link below that shows excerpts from their recent after school residency in a Far Rockaway school so you can see a bit about what they do.

2. On **Sustainability** (and the Odyssey)

My friend's son is currently attending the Green School in Bali. I know that travel to Bali might just break your bank, but it sounds quite innovative and might have some new ideas around sustainability that are worth checking out.

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

Again, thank you to all three of you. And I hope you enjoyed last night. We're a tough crowd, but I hope you could feel that it was because these families really care and will step up to help the things we believe in. And we believe very much in good, progressive education that is accessible to all.

Best,  
Kate

CTC Far Rockaway After school residency: <http://www.childrenstheatercompany.org/afterschool.html>

**Amanda Silver** <acupointnyc@gmail.com>

Feb 3 ☆



to me ▾

The schools model looks great.

*Compass Charter School (CCS) is a safe and nurturing educational environment that honors the individuality of each learner. Using the lenses of sustainability, social justice, and the arts, our learning community works together to establish relevant connections to the outside world. Through the process of inquiry, students build upon their sense of self, uncover their passions, and develop the skills and strategies needed to be meaningful contributors to their individual and collective communities.*

I love the focus on the individuality of each learner and placing that work in the context of the larger world view. This really speaks to me as I find the more traditional teaching models to be out of touch for preparing children with the "real world".

I really like how the subjects (art, math, literacy) will be integrated into other subjects for a deeper understanding. The idea of a conceptual understanding of math is much more appealing than memorization. "Looping classrooms" concept is new to me and I like the idea of having the same teacher for two years so they have a better understanding of the child's learning style.

The school model sounds awesome! It is definitely something I would be interested for my children and I wish I had this for myself. :)

We currently live in district 14 and my son will be in first grade in 2014. I hope there may be a spot for him next year.

## Email correspondence between Compass Founding Team and a parent/educator who found us on Facebook.

**Brooke Peters** <brooke@odysseyinitiative.org>

Jan 30 ☆



to Abby ▾

Hi Abby,

Here's a little info about where we are:

-Since March of 2012 we have had approximately 15 information sessions in Brooklyn. We focused our outreach in Districts 13 and 17. Our final location we be based on where we can secure space in a public school building that is underutilized.

-We are applying to open a public charter school. The name will be Compass Charter School.

-We are planning to have an 8 to 4 school day four days a week and an early release day (8 to 1) on one day a week for staff professional development. We plan to also offer an after school programs for families who are interested.

-We are submitting our letter of intent to apply for a charter by Friday of this week and will submit a full application in March.

I recently made a Facebook page the other day and the "About" section has the key components of our educational model.

<https://www.facebook.com/CompassCharterSchool>

Please take a look at the info about our model and please send your feedback to us. We are looking to incorporate feedback from the community into our charter proposal and school design.

Thanks so much for be willing to spread the word about our school. Feel free to share our Facebook page and my email and I would be happy to talk with any interested families.

**Abby Hanlon** <abigailh@gmail.com>

Jan 30 ☆



to me ▾

Dear Brooke,

Thank you so much for your reply! I'm not sure how I came across your project, I was googling "new charter schools in brooklyn" and an article came up with a link to your project page. It's too bad my kids will be too old for the school! But I would be happy to spread the word. Do you have a location? Will it be a district school? Will it have an extended day like other charter schools?

All my best,  
Abby

# Thank You for Taking the Time to Talk



Inbox x



**Heather Joseph** <hsalfrank@gmail.com>

to michelle, me, todd, Matthew ▾

Dear Michelle, Brooke, and Todd,

I met you last night at PlayKids on Flatbush. I wanted to send you a quick note of thanks for the time that you took to share your plan with me and the two other people present. I know you were hoping for a larger turnout (I do think everyone was holed up inside waiting out the cold).

I've read more about your plan on the Odyssey Initiative website last night, and grew increasingly excited about your vision. Minus the dual language program, Odyssey has everything (and more) that my husband and I are looking for in a school.

I've signed up for email updates, and will promote your school with friends and family. We look forward to hearing more from you, and are hopeful that our son, James, may be among your 2014 kindergarten class.

Very best,  
Heather Joseph

## Email correspondence between Compass Founding Team and parents in CSD 17.

**Todd Sutler** <todd@odysseyinitiative.org>

Jan 19 ☆



to bcc: me ▾

Friends of Compass Charter School,

We are hosting two informational events in Brooklyn this week. Many people have contacted us asking when we are hosting our next event. You have three chances this week. Please spread the word to anyone you think may be interested. They should also feel free to contact me if they have any further questions. If you are up for spontaneous, we are also hosting an event **today at 1pm**. See below and thank you for your continued support.

### **TODAY!!!!**

Home of Krystal Owens Lynch

**1PM, TODAY**

1716 Park Place

btwn Ralph and Howard

buzzer says Lynch

**Babysitting provided**, Snacks and Wine to be served

### **6:30 PM, Tuesday, January 22**

Play Kids Store

676 Flatbush Ave (corner of Flatbush Ave and Westbury Ct.)

[347.715.9347](tel:347.715.9347)

<http://www.playkidsstore.com/>

Snacks and wine to be served

### **7PM, Wednesday, Jauanary 23**

Maple Street School

21 Lincoln Rd. Brooklyn, NY, 11225

[718-282-4345](tel:718-282-4345)

[maplestreetschool.org](http://maplestreetschool.org)

## Email correspondence between Compass Founding Team and Shelley Kramer, local CSD 17 business owner.

Subject: Re: Compass Charter School presentation  
From: Todd Sutler <[todd@odysseyinitiative.org](mailto:todd@odysseyinitiative.org)>  
To: [playkidsstore@gmail.com](mailto:playkidsstore@gmail.com)  
CC:

Hey Shelly,

I know you mentioned your schedule being slammed until February. We all happen to be in town next week, and I thought I would at least check to see if an evening meeting is possible. Obviously understand that it is unlikely that this will work for you. Figured can't hurt to check. Thanks for the support.

Todd

On Thu, Jan 10, 2013 at 2:58 PM, Todd Sutler <[todd@odysseyinitiative.org](mailto:todd@odysseyinitiative.org)> wrote:

Shelly,

Thanks for the chat. I would like to formally request an opportunity for our team to meet with your customers about our plans for Compass Charter School. Because of our travel schedule, we tend to be available on Mondays and Fridays, but I can adjust my schedule if need be. Would you like me to propose some dates based on your website's schedule of availability? Thanks. Some general info about us:

The Odyssey Initiative is a team of three Brooklyn teachers touring the country to research examples of successful practices used in schools across the country to inform their planning of a new public school in Brooklyn. They are taking a break from their travels to meet with parents and learn your wants, needs and dreams for a new school in your community. Todd, Brooke, and Michelle hope to open Compass Charter School in 2014 and are dedicated to providing an inquiry-based learning environment for all students.

## Emails from parents in CSD 17 who emailed Compass Founding Team after hearing about us in the neighborhood or attending an info session

From: Celeste <[cjloft@mac.com](mailto:cjloft@mac.com)>  
Date: January 15, 2013, 10:11:19 AM EST  
To: [todd@odysseyinitiative.org](mailto:todd@odysseyinitiative.org)  
Subject: Parent Interest

Hello!

We heard through the grapevine that you are considering opening a charter school in Brooklyn's District 17. We are residents of landmarked historic Crown Heights North and have two children. We have watched Crown Heights North bloom over the last 7 years and feel a progressive charter school would do wonders for the families that live here. Please consider Crown Heights North as a potential home for your new school. We are lacking in quality public school options however there are many families here that are looking and going to Park Slope, Fort Greene and Prospect Heights because the schools in 17 are not meeting our needs. We are close to the Brooklyn, Children's Museum, Botanical Gardens, Brooklyn Museum and parks!

best,

C. Stern

----- Forwarded message -----  
From: **Marie Spinney** <[mariespinney@gmail.com](mailto:mariespinney@gmail.com)>  
Date: Fri, Jan 11, 2013 at 8:27 AM  
Subject: Meeting tonight for charter school  
To: [kelseymaryadams@gmail.com](mailto:kelseymaryadams@gmail.com)

Hi Kelsey,

Your friend Jessica posted an invite to the Lefferts listserv regarding an informational session about a new charter. I am a teacher in PLG at Explore Charter School and I also happened to spend all my graduate observation hours at Community Roots Charter school (I noticed several CRCS teachers are opening this new school). If you have space, do you mind if I attend the informational session tonight? I'm totally intrigued by the child-centered, progressive approach for which this school is aiming.

Thanks!

Marie Spinney

Info session

Inbox x



**ericasvec1@verizon.net** <[ericasvec1@verizon.net](mailto:ericasvec1@verizon.net)>

12/6/12 ☆



to me ▾

Hi Brooke,

I met you last night at your information session. I have to tell you, I am extremely excited about the school that you, Todd and Michelle are starting. It seems like a synthesis of all the things my husband and I are in search of for our children's education. We've been extremely stressed out about our limited options- especially in our district which is 17. I am encouraged by your vision, and hopeful that options like yours will be supported by neighborhoods like ours. I know so many community parents who are in the same boat.

My offer to open our home definitely still stands if you need a venue for another info session. We send our kids to the co-op school right now and I know many parents there who would love to hear what you have to say.

Keep me posted. I will spread the word about your school!

Thanks, Erica

From: **Valentine Leung** <[valentineleung@gmail.com](mailto:valentineleung@gmail.com)>  
Date: Fri, Jan 11, 2013 at 1:27 PM  
Subject: Introduction  
To: Todd Sutler <[todd@odysseyinitiative.org](mailto:todd@odysseyinitiative.org)>  
Cc: anne kenney <[anne.k@mac.com](mailto:anne.k@mac.com)>

Hi Todd,

I CC my friend, Anne Kenney your email.

Anne has a group of parents in our district that would love to hear about the school that you, Michelle, and Brooke are opening in 2014. Let me know if you guys want to use the store space to host a meeting.

Thanks,  
Valentine

Park Delicatessen  
[718.789.8889](tel:718.789.8889)

----- Forwarded message -----  
From: **Tia Jimenez** <[tiajimenez@rocketmail.com](mailto:tiajimenez@rocketmail.com)>  
Date: Sat, Jan 5, 2013 at 11:10 AM  
Subject: Re: Thank You!  
To: Todd Sutler <[todd@odysseyinitiative.org](mailto:todd@odysseyinitiative.org)>

Thanks Todd for allowing our kids the opportunity(hopefully) for chance of a lifetime full of rich education from individuals that have a vision to inspire. My daughter and I enjoyed your speech and look forward in what's to come. Much luck to you, Michelle and brook on the odyssey journey!!!  
Warm regards,  
Tia Jimenez

**From:** erica svec <[ericasvec1@verizon.net](mailto:ericasvec1@verizon.net)>  
**Subject:** PS167  
**Date:** January 11, 2013 11:08:45 PM EST  
**To:** [todd@odysseyinitiative.org](mailto:todd@odysseyinitiative.org)  
**Cc:** [michelle@odysseyinitiative.org](mailto:michelle@odysseyinitiative.org)

Hi Todd, (and Michelle!--sorry I didn't get a chance to say goodbye.)

Thanks again to you both for coming this evening. I am impressed by your ability to go out and public speak week after week! And I am heartened and inspired by the way you three (Brooke was missed tonight) speak about education. It is empowering to know that my ideals of education and community could possibly be met.

I was hoping for an even bigger turnout, but alas, it only takes a few to spread the word... Everyone who attended was really psyched by the meeting this evening. I have a feeling that other people who couldn't come tonight will make Thursday's meeting. I have been spreading the word, but if there is a better way I should go about it -that feels appropriate to your vision and needs, please let me know.

I know the folks I've spoken to would be grateful to have more options and better options in district 17. A year ago it felt very bleak on this front. The prospect of bussing my son to an out of district school (if he would get into one!) , is overwhelming to say the least. Paying for private school is not sustainable for us. It seems like it shouldn't be this difficult.

Anyway, I checked out PS167-- wow it's a beauty, it is in D17! I hope your meeting with Letitia James goes well. Definitely follow up with Nicola Lopez, she is a wealth of information with a New Mexico knack for good vibes.

Please keep me posted, I am more than happy to do as much outreach as it takes... (hopes not too high, I hope). Zach and I would be up for hosting another info session on a Saturday afternoon in Feb.

I'll be in touch with Kelsey about Thursday's meeting-- I'd like to pass the info on.

Thank you so much, Erica

---

**From:** shawn mcgibeny <[shawnmcgibeny@gmail.com](mailto:shawnmcgibeny@gmail.com)>  
**Date:** Sun, Mar 10, 2013 at 7:58 PM  
**Subject:** Re: Thank you  
**To:** Todd Sutler <[todd@odysseyinitiative.org](mailto:todd@odysseyinitiative.org)>

**Dear Todd,**

I received your e-mail and am excited to be on the Compass Charter Mailing List.

It was a true pleasure to hear you speak about the mission and vision of Compass Charter. It was a great way to spend two hours on a gorgeous day. I left feeling inspired by your work to bring a progressive model into public settings. As a progressive educator, I work to bring such practices to the students I work with and see the results each day. I also see the additional potential in a school where the leadership shares a dedication to progressive and constructivist pedagogy.

I would love to be a part of building Compass Charter School as you work to make your vision into a reality. Please stay in touch.

**Take care,  
Shawn**

On Sun, Mar 10, 2013 at 10:40 AM, Todd Sutler <[todd@odysseyinitiative.org](mailto:todd@odysseyinitiative.org)> wrote:

Mya, Maggie, Cassidy and Shawn,

Thanks again for taking the time to hear about what we are building. Please help us spread the word about our model and future events, and let me know that you received this email so that I know I spelled everything correctly.

Please take the time to offer feedback on any part of what we discussed yesterday. You can share your thoughts on our [website](http://www.compasscharter.org) or via email: [compasscharter@gmail.com](mailto:compasscharter@gmail.com).

Thanks again for your time on a gorgeous day, no less.

---

Posting of one of our outreach meeting on a local CSD 17 blog, "The Q at Parkside"  
<http://theqatparkside.blogspot.com/>

**Tuesday, January 22, 2013**

**Meet Leaders of New "Compass" Charter School**

Shelley just commented, and I'm re-posting here:

Tonight at 6:30pm Play Kids (676 Flatbush Ave) will be hosting the founders from The Odyssey Initiative/Compass Charter School. They'll explaining their project, take your questions, concerns, etc. All are welcome to attend. {For the record, Play Kids has no affiliation with Compass Charter School. We are purely giving them a space open to the public.}

Also, if tonight's no good for you, Maple Street School is holding another meeting by the same folks tomorrow night the 23rd at 7pm. Sounds like these Odyssey folks are really making the rounds to drum up support. Come armed with questions. Who knows, maybe Homer will make an appearance, or his communications manager the Cyclops!

POSTED BY CLARKSON FLATBED AT 2:20 PM 0 COMMENTS 

## Correspondence between founders and local parents after requesting feedback on our school design

What I'm looking for in a school

Inbox x

Email from **Benjamin Wheeler** [wheeler.benjamin@gmail.com](mailto:wheeler.benjamin@gmail.com) on January 31<sup>st</sup>, 2012  
Very excited about Compass! I think you guys are going to be great school leaders.

Let me try to articulate what I'm looking for in a school. I'll try to be specific and opinionated because there are plenty of things everyone is looking for. note that i cc'ed a few friends and colleagues, who might be interested.

\* energy: when I try to articulate what it is about some schools I

have visited that I would NOT send my daughters to, this is at the top of the list. I think it has to do with teacher quality and training, with institutional culture, with leaders who model it, and with the many issues in students lives that make them unhealthy, uninquisitive and unfocused. so it's partly an issue of peer group and the effects of poverty. But most of all, the teachers need to be earnestly excited to be teaching, and not to be clock watchers. (I say this as someone who was a bit of a clock watcher myself when I was an afterschool teacher... I'm not sure I had what it takes, and I admire those who do!)

\* academic rigor: my wife and I visited a much liked progressive independent school in Brooklyn last year, and the students seemed really engaged and into school. But in the info session, the staff tools is that a principle of the school is no homework and no tests. Now, I do appreciate that on some level. For some kids, that's the environment they need. And testing can be overdone. AND I pretty much agree for the first few years that you are trying to instill a sense of curiosity and wonder about learning, not training the kids to be drones and thus making them hate school. But starting in third or fourth or fifth grade, I want my daughters to have homework and tests so that they will learn to handle whatever is thrown at them. Are they to enter high school having seldom or never had homework or tests? Is my daughter not going to be encouraged if she fine tunes an essay on her own time, or reads ahead in a school book? Are they supposed to never feel helpless, never feel frustrated?, and never know what it is to feel those things and work through them to get to the other side? I hated busywork in school, assigned by unimaginative teachers who were going through the motions. But homework and tests can be designed well, and even when they are frustrating, it is good practice to work through something frustrating.

But beyond the homework issue, I worry that a deliberately progressive approach won't develop my daughters' knowledge and skills well enough, compared to a more flexible or balanced approach. I prefer a straightforward math curriculum like Jump Math to progressive ones like Everyday and Investigations. (I knew some students in high school who took Interactive Math Program.) I really think an insightful and talented math teacher can teach math to most students using a mix of lesson types including some manipulatives and cooperative investigation of methods, and also some rote and direct walkthroughs of how to solve problems.

\* welcoming of assistance: I know parents can be a pain to deal with sometimes, but I almost never hear schools I visit mention parent involvement. That's a shame. I have taught computer programming to students. My mom raised money to buy new linoleum to replace the peeling shreds in my kindergarten floor; she and two other parents installed it themselves. That's what makes sense to me. When I see a problem, I want to fix it. So I really care if a school wants my involvement or not. And I want an administration that asks for help

changing and improving things.

\* supplemental fundraising: there's money out there. some of it is a pain to apply for, and a distraction. some is much easier to get. you should at least be ASKING everyone at all connected to the school to give money once in a while, and doing cool things with that money. i understand the motivation to operate as a replicable model; eg, the success academy schools don't want to have any services at one of their schools that they can't have at all of them. but for my school, i want all the help we can get. eg, school busing is lousy. what if we could fundraise and afford great busing? all of a sudden that might mean a kid from brownsville could attend who realistically couldn't otherwise. all of a sudden a shy dreamer who gets bullied might not. just because our society fails so many kids doesn't mean we have to fail each kid just as much. at least that's my attitude.

\* convenient location: that's a big deal to me. it's a big negative about schools in North Fort Greene, Gowanus, etc.

\* racial and class diversity: I want my daughter's classes to look somewhat like Brooklyn. I don't want black or Latino or Asian students to seem alien to her. I don't want her to be the only white girl in her class. And I want some kids on the class whose parents are educated, even intellectual, professionals, as well as some whose parents are blue collar, and some who are poor or long term unemployed.

\* inspirational brilliance: i'm going to struggle to articulate this. years ago my wife and i visited dalton, on a "bring your grandparents to school" night where we filled in for the grandparents of a girl we used to babysit. she was in third grade, and her classroom was blanketed in amazing and inspirational projects. the kids had just finished a week-long project building bridges out of popsicle sticks and experimenting with what methods and designs held up better under pressure. a version of that seems to be done in every school, but often (this was how it was done at my school) the kids just build something and test it out and that's it. here, they improved their versions successively, learning from each other and incorporating the practical observations and lessons. my wife and i couldn't stop talking about it for weeks. we still talk about it.

i think exposure to this kind of project is immensely valuable. even if two schools provide the same experience on average, if one school has a teacher here and there who can take things to the next level like this project did, that's a big deal to me.

ok, thanks for your time! and thanks for prompting me to reflect on all this.

-Ben

Response from Brooke Peters sent February 1, 2013  
Ben,

Thanks so much! I love that your feedback prompts us to think about the entire educational community, including parents, children, teachers, and other staff. The first topic "energy" and the final topic "inspirational brilliance" serve as such great umbrella ideas that need to be deliberately planned into the entire school model.

A balanced approach is a smart way to look at the type of learning we are planning for Compass Charter School. You are right in that kids have a lot of skills to learn and that they also need to be inspired and given space to work with challenging ideas and to revise their thinking over time. This is something we have kept at the core of our vision from the beginning and talk about during our school visits.

Thanks also for giving us pieces of feedback on school culture and institutional design. I appreciate that you went beyond the educational model and thought about the operations of the school.

I am going to share your feedback with the team as we sit down to write the charter. Thanks so much for taking the time and for supporting our efforts.

Brooke Peters  
Co-Founder The Odyssey Initiative and Compass Charter School

Response to Brooke Peters from Ben Wheeler  
you're very welcome. it's easy to be an armchair quarterback! you're the ones who are actually doing the hard work. it's appreciated!  
-Ben

-----  
Ben Wheeler

■  
**Kate Cortesi** <kate.cortesi@gmail.com>

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to Benjamin, me

A few more thoughts based on my experiences as a tutor...

I have tutored at least a hundred kids all around the city, and at least a hundred more in after school programs. I have taught the full range of class/race/neighborhood/religion.... That said, I am not board of ed certified and taught as a pseudo public school teacher two math classes a day for two three semesters.... So... From that...

Here is my attempt to identify common problems:

1) Problem: Homework that is not just for kids -- it's for kids AND parents, or it's for parents to teach to the kids. I saw this a lot because I was the tutor being asked to help with homework. I

am a great believer in homework (and I also believe in tutoring) but homework should NOT require the regular assistance of a tutor. To me, homework is the crucial opportunity for students to see where they stand when there's no guide. My visionary take on homework is that this is when students learn to be alone with their work. My students were not good at wrestling with things, alone, for a long time.

2) From what I can see, with a few exceptions, New York City public and private schools expect way less of their math students than they should. I'm amazed at how many 6th grade students are stuck on, say, on basic fraction operations -- and it turns out they're really getting backed up with the basic multiplication. (And yet their math grades are fine.) To me this is a math emergency. I could go on and on about this....

3) reading: I think all this emphasis on reading *skill building* and getting *answers from the text* has had this unintended effect of making students these sort of literal, autistic readers. To answer open questions, many students rely on repeating words that they read, almost at the expense of the words' meaning. This effect, like, *quadruples* when the answer format becomes multiple choice. Many competent student readers seem to lack confidence when it comes to anything interpretive, or anything inference-based. My guess is the best way to combat this is to turn kids into readers, real readers, who read for pleasure (rather than to drill "how to make an inference") but I don't know, I really don't. I have always been a good reader and I have never taught reading to young kids.

4) It's hard to volunteer for a school or get involved when the office is disorganized, when you show up with books for the book drive and no one knows where you're supposed to put them, when no one calls you back... I don't need to tell any of you that, but I say it because there's a stereotype of visionaries that they are caught off guard by how much of the game is logistical competence.

5) In many, many schools, the most advanced kids in the class get left alone to be bored. Problem students get attention. Sorry to be a jerk, but (at least for now) my three-year-old is advanced. This may be my number one worry about sending my daughter to public school in New York City. (I say this as a teacher who managed many an unruly classroom -- including a few at Rikers Island -- and who definitely gave most of my life force to the more difficult kids. I really get how this dynamic happens and I sympathize tremendously with the challenge and wish I had been better trained to deal with it.)

6) In middle and high school, there's a habit for teachers to assign big grand projects and papers, but leave the kids on their own to execute them. And then when they fail to turn in first draft or the bibliography or whatever, the kids are chastised for being lazy and unorganized. I love big projects. I also love chastising kids for being lazy and disorganized :) -- but to me -- the tutor -- the one picking up the teacher's slack -- this feels to me like laziness on the teacher's part. It is crucial to give students a concrete understanding of how to subdivide the big thing into manageable pieces. A common theme for me in this area is teachers making the mistake of giving instructions that aren't really instructions. They present a step like "step one, research the question of how Mayan Agriculture affected Mayan society." And I'm thinking, dude, there are about fifteen steps in that one step. And kids drift away from the project (away from school, away from learning), because the vagueness and massiveness of the project is riddled with points of departure. (I don't know how relevant this is for k - 5, though it seems relevant to me for fifth graders....)

7) many, many, many of my students are straight up addicted to checking their phones for texts and checking Facebook. Again, probably not an issue for kindergarteners... But the middle schoolers, oh lord, they are really bad at working for more than ten minutes (often less) without just HAVING to check. I have NO IDEA how a school can meaningfully work with them on this, but as a parent, I would be SO ALL IN for some school-parent collaboration on how to be proactive about this. We're all blind on this issue because social media and cell phones didn't exist when we were kids.

8) (Older) kids cheat a lot. It's pretty normal, and it's really distressing, to me. Many bright, upper middle class kids think it's normal to write a paper by copying sentences in wikipedia and then rearranging the words so it's not technically plagiarism. I would love my kids' school to be very proactive about honesty and integrity with work, and also to build the understanding that composing sentences is 1) hard at first, 2) kind of fun if you get into it, 3) a primary tool for thinking! thinking your own damn sophisticated thought. Copy-pasting wikipedia avoids thinking... I have no idea how to teach this guys. I really struggled with it as a tutor.

Compass Charter School, we support you! Thanks for reaching out!

**Brooke Peters** <compasscharter@gmail.com>

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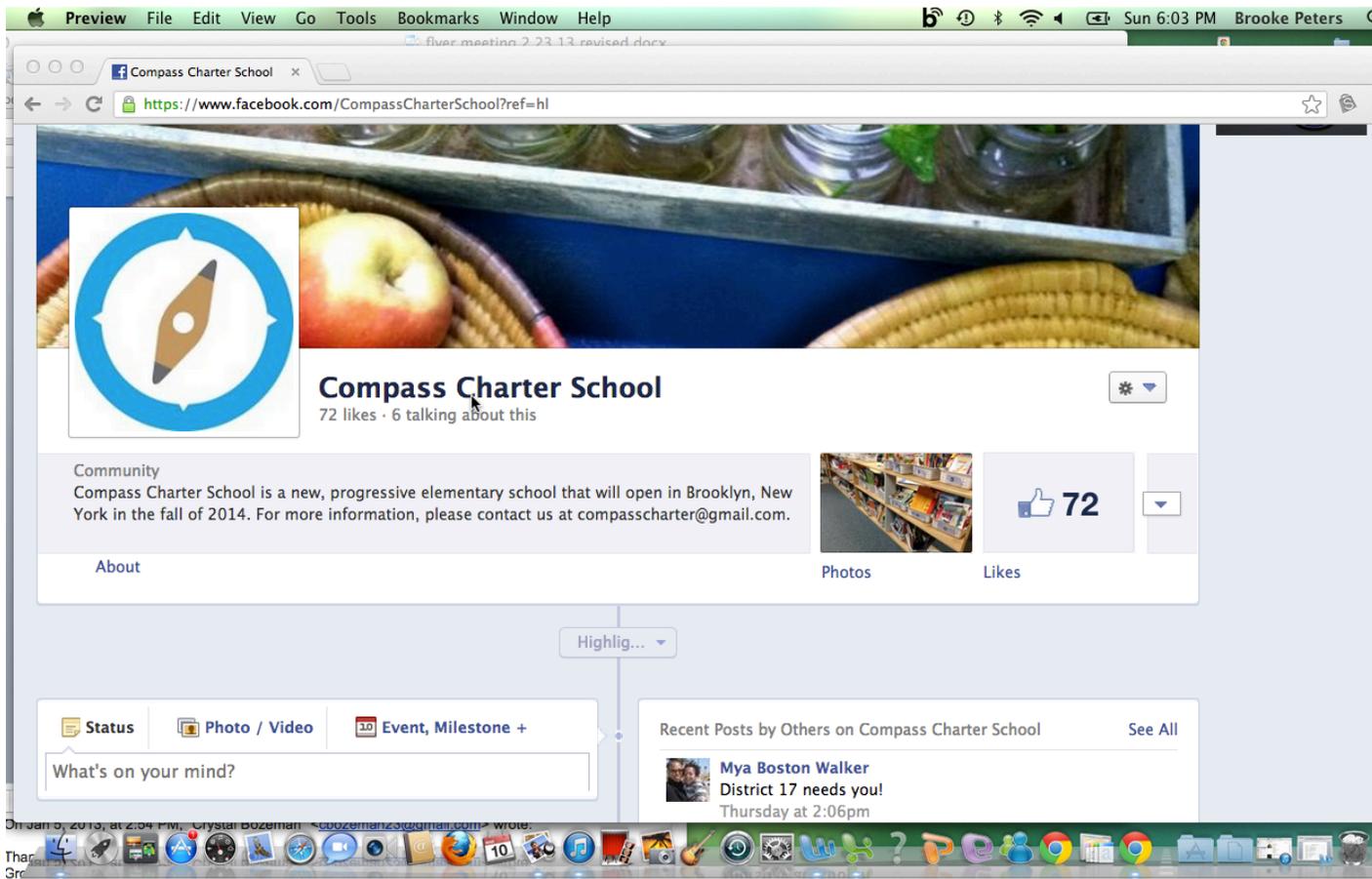
Kate

Kate,

Thanks so much for your thoughtful feedback. I appreciated that you offered feedback on our educational model as well as the culture and organization of the school. I agree with you that a school office should be organized. Your words about homework, math, literacy, projects, honesty, and meeting every child's academic needs are in line with what we are thinking about. I'm looking forward to sharing your email with the team as we plug away at the charter writing next week.

Thank you,  
Brooke Peters  
Co-Founder The Odyssey Initiative and Compass Charter School

Screen shots of the Compass Facebook page, website (www.brooklyncompass.org), and Twitter account. We are using these three venues as a place to share outreach events, share information about our school model, and ask for feedback.



Compass Charter School

https://www.facebook.com/CompassCharterSchool?ref=hl

Please join us tomorrow afternoon to learn more about Compass Charter School!

Compass Charter School Informational Meeting  
 When: 1:00pm, Saturday, March 9, 2013  
 Where: Crown Heights Library Meeting Room  
 560 New York Ave at Maple Street  
 Brooklyn, NY 11225



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Compass Charter School  
 February 27

Finishing up the Habits for Living and Learning at Compass Charter School



+ Create an Event

Compass Charter School

https://www.facebook.com/CompassCharterSchool?ref=hl

Compass Charter School  
 February 22

Interested in Compass Charter School?  
 Please join us tomorrow afternoon at the Marcy Branch of the Brooklyn Public Library to learn more.

Compass Charter School Informational Meeting  
 When: 2:00pm, Saturday, February 23rd, 2013  
 Where: Marcy Library Meeting Room  
 617 Dekalb Avenue, at Nostrand Avenue  
 Brooklyn, NY 11216



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Wendy Cole and Aya Ogawa like this.

Write a comment...  
 Press Enter to post.

49 people saw this post

Compass Charter School  
 February 19

We're busy reaching out to families and the community in Brooklyn Community School Districts 17 and 13. Take a look at our flyer.



Compass Charter School | x  
brooklyncompass.org



# Compass Charter School

Find your true north.

HOME MISSION SCHOOL DESIGN COMMUNITY EVENTS ABOUT US FEEDBACK



Compass Charter School is a new, progressive elementary school that is proposed to open in Brooklyn, New York in the fall of 2014. At full capacity we will serve children from kindergarten through fifth grade. We plan to open with three kindergarten classes and three first grade classes in the fall of 2014. We have requested to be sited in Community School District 13 or 17.

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# Compass Charter School

Find your true north.

HOME MISSION **SCHOOL DESIGN** COMMUNITY EVENTS ABOUT US FEEDBACK



**School overview:**

- Compass Charter School will use the Common Core State Standards along with student progress data from both formative and summative assessments to collaboratively plan high-quality and rigorous units of study. These units of study will regularly include cross-curricular experiences and lessons.
- Students in grades K-5 will loop with their classmates and teachers for two consecutive school years (K-1, 2-3, 4-5). Due to this longer teacher-student relationship, educators will be able to develop a deeper view and understanding of each child in their classroom in order to

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brooklyncompass.org/contact/



We value your feedback. Please complete the form below to share your feedback with us. We welcome your questions, concerns, and support. Thank you.

**Name** (required)

**Email** (required)

**Feedback** (required)

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**Compass Charter BK**  
@CompassCharter

Compass Charter School is a new K-5 public school proposed to open in Brooklyn in September 2014. Compass was founded by the co-directors of @odysseyinitiate.  
Brooklyn, NY · brooklyncompass.org

6 TWEETS   118 FOLLOWING   22 FOLLOWERS

**Tweets**

**Odyssey Initiative** @OdysseyInitiate Feb 21  
"Through being known, a healthy school environment thrives."  
Check out our guest blog on Ed Week. [bit.ly/13nyuv9](http://bit.ly/13nyuv9)  
Retweeted by Compass Charter BK  
Expand

**Compass Charter BK** @CompassCharter Feb 19  
@Zomppa Thanks! We are definitely looking for resources for our sustainability focus. You guys are doing great work!  
View conversation

**Correspondence through the Feedback Form on our website with follow up emails from Compass Founding Team.**

[Compass Charter School] Feedback

Inbox x



**Shermille Dawson** <donotreply@wordpress.com>

Mar 11 (2 days ago) ☆



to me ▾

Name: Shermille Dawson

Email: [Sha-sweets@hotmail.com](mailto:Sha-sweets@hotmail.com)

Feedback: I will like to learn more about Compass Charter School and how to sign up so my child maybe in the future can attend your school.

Time: Monday March 11, 2013 at 5:11 pm

IP Address: 69.120.91.69

Contact Form URL: <http://brooklyncompass.org/contact/>

Sent by an unverified visitor to your site.

Compass Charter School



**Brooke Peters** <compasscharter@gmail.com>

11:30 PM (0 minutes ago) ☆



to Sha-sweets ▾

Dear Ms. Dawson,

Thank you so much for your interest in Compass Charter School. How did you hear about us? How old is your child?

We are in the process of applying to open Compass Charter School in the fall of 2014 in Brooklyn District 17. We will open with kindergarten and first grade in our first year and then add a grade each year until we reach 5th grade.

I hope you got a chance to read our mission and school overview when you were on our website. We also have a Facebook page (<https://www.facebook.com/CompassCharterSchool>). We post updates to the page often and we encourage you to check it out.

It would really help us if you could tell us more about what you are looking for in a school for your child. We are doing our best to incorporate parent feedback into our model.

Please keep in touch.

Thank you!



**Elizabeth Solomon** <donotreply@wordpress.com>

9:14 PM (12 hours ago) ☆



to me ▾

Name: Elizabeth Solomon  
Email: [elizsolo@gmail.com](mailto:elizsolo@gmail.com)  
Feedback: Hello-

I happened to see your flyer at a daycare center with which I work conducting nutrition education. I am very interested in learning more about the school.

When will you know the location? And how would one register a 1st grade student?

I missed both the community meetings as I just found your website today. Is there someone I can talk to about the process and plans?

Thanks,  
Liz

Time: Friday March 15, 2013 at 1:14 am  
IP Address: 24.191.103.245  
Contact Form URL: <http://brooklyncompass.org/contact/>  
Sent by an unverified visitor to your site.



**Elizabeth Solomon** <elizsolo@gmail.com>

9:17 PM (12 hours ago) ☆



to me ▾

Hello-

I just submitted a "feedback" on your website and then saw that there is actually an email address on your flyer.

I am interested in learning more about the school. I currently have a kindergartener at PS 9 but am considering changing schools for next year.

- When will you know the location of the school?
- What is the process for learning more about the school?
- What is the process for registering?

I missed both community meetings as I just found your website today and I am also not on Facebook so that is not a viable option for me.

If you responded to my "feedback" please ignore this message.

Thanks so much. The school sounds great.

Liz



**Brooke Peters** <compasscharter@gmail.com>

9:34 AM (2 minutes ago) ☆



to Elizabeth ▾

Hi Liz,

Thanks so much for your feedback through our website and your follow up email. We are in the application process and if we are approved, we will open Compass Charter School in the fall of 2014 with kindergarten and first grade students. We have requested to be placed in a public school building in CSD 17, but we will not know the exact location until we are further along in the approval process. Once we are approved, we will publicize our admissions process, which will include completing a short application that will be available on our website and in our school office. If we receive more applications than available spots, we will hold a random public lottery to determine which children will be admitted and a preference will be given to students who live in CSD 17 and/or have siblings who have already been admitted through the lottery. If we receive less applications than the number of available spots, all students will be admitted regardless of where they live in the city.

Since you are not a Facebook user, you can stay connected to us through our website and Twitter account (@compasscharter). We will post updates of our progress to each of these outlets regularly. Also, feel free to email us with any additional questions or feedback on our school model. We appreciate your interest and will email you in the event of further outreach meetings.

Sincerely,  
Brooke Peters  
Compass Charter School



### Attachment 3a: Sample Daily Schedules

#### Sample Daily Schedule for Students in Kindergarten and First Grade

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:30- 8:00	Breakfast/ Morning Recess	Breakfast/ Morning Recess	Breakfast/ Morning Recess	Breakfast/ Morning Recess	Breakfast/ Morning Recess
8:00 – 8:30	Morning Meeting (Community building and shared reading)	Morning Meeting (Community building and shared reading)	Read Aloud/ Word Study	Morning Meeting (Community building and shared reading)	Morning Meeting (Community building and shared reading)
8:30 – 9:00	Word Study	Word Study	School-wide Community Gathering	Word Study	Word Study
9:00-10:00	Reading Workshop	Reading Workshop	Independent Reading (9:00 – 9:30)	Reading Workshop	Reading Workshop
10:00 – 11:00	Exploration (Project-oriented stations: Writing, reading, blocks, drama, sensory, science, art, woodworking)	Writing Workshop	Project Time (Includes Social Studies, Science, and Writing) (9:30 – 11:00)	Writing Workshop	Exploration (Project-oriented stations: Writing, reading, blocks, drama, sensory, science, art, woodworking)
11:00 – 12:00	Recess/Lunch	Recess/Lunch	Recess/Lunch	Recess/Lunch	Recess/Lunch
12:00 – 1:15	Math	Math	Math (12:00 – 12:50)	Math	Math
1:15 – 1:35	Read Aloud	Read Aloud	Reflection/ Pack Up (12:50 – 1:00)	Read Aloud	Read Aloud
1:35 – 1:50	Healthy Snack	Healthy Snack	Dismissal 1:00	Healthy Snack	Healthy Snack
1:50 – 2:50	Special Class: Sustainability	Special Class: Music	Early Release Day for Professional Development (1:15 – 5:15)  (Includes Staff Meeting, Grade Level Planning, Individualized Professional Development)	Special Class: Visual Arts	Special Class: Creative Movement
2:50 – 3:50	Project Time (Includes Social Studies, Science, and Writing)	Exploration (Project-oriented stations: Writing, reading, blocks, drama, sensory, science, art, woodworking)		Exploration (Project-oriented stations: Writing, reading, blocks, drama, sensory, science, art, woodworking)	Project Time (Includes Social Studies, Science, and Writing)
3:50 – 4:00	Reflection/Pack Up	Reflection/Pack Up		Reflection/Pack Up	End of Week Reflection Meeting/ Pack Up (3:40 – 4:00)
4:00	Dismissal	Dismissal		Dismissal	Dismissal

### Sample Daily Schedule for Students in Second Through Fifth Grades

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:30- 8:00	Breakfast/ Morning Recess	Breakfast/ Morning Recess	Breakfast/ Morning Recess	Breakfast/ Morning Recess	Breakfast/ Morning Recess
8:00 – 8:30	Morning Meeting (Community building and shared reading)	Morning Meeting (Community building and shared reading)	Read Aloud/ Word Study	Morning Meeting (Community building and shared reading)	Morning Meeting (Community building and shared reading)
8:30 – 9:00	Word Study	Word Study	School-wide Community Gathering	Word Study	Word Study
9:00-10:00	Reading Workshop	Reading Workshop	Independent Reading (9:00 – 9:30)	Reading Workshop	Reading Workshop
10:00 – 11:00	Exploration (Project-oriented stations: Writing, reading, blocks, drama, science, art, woodworking)	Writing Workshop	Project Time (Includes Social Studies, Science, and Writing) (9:30 – 11:00)	Writing Workshop	Exploration (Project-oriented stations: Writing, reading, blocks, drama, science, art, woodworking)
11:00 – 12:00	Recess/Lunch	Recess/Lunch	Recess/Lunch	Recess/Lunch	Recess/Lunch
12:00 – 1:15	Math	Math	Math (12:00 – 12:50)	Math	Math
1:15 – 1:35	Read Aloud	Read Aloud	Reflection/ Pack Up (12:50 – 1:00)	Read Aloud	Read Aloud
1:35 – 1:50	Healthy Snack	Healthy Snack	Dismissal 1:00	Healthy Snack	Healthy Snack
1:50 – 2:50	Special Class: Sustainability	Special Class: Music	Early Release Day for Professional Development (1:15 – 5:15)  (Includes Staff Meeting, Grade Level Planning, Individualized Professional Development)	Special Class: Visual Arts	Special Class: Creative Movement
2:50 – 3:50	Project Time (Includes Social Studies, Science, and Writing)	Multi-Age Elective Classes (Interest and project-based classes taught by school staff, parents, community members, and teaching artists)		Multi-Age Elective Classes (Interest and project-based classes taught by school staff, parents, community members, and teaching artists)	Project Time (Includes Social Studies, Science, and Writing)
3:50 – 4:00	Reflection/Pack Up	Reflection/Pack Up		Reflection/Pack Up	End of Week Reflection Meeting/ Pack Up (3:40 – 4:00)
4:00	Dismissal	Dismissal		Dismissal	Dismissal

### Sample Daily Schedule for Teachers

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 – 8:30	Morning Meeting	Morning Meeting	Read Aloud/ Word Study	Morning Meeting	Morning Meeting
8:30 – 9:00	Word Study	Word Study	School-wide Community Gathering	Word Study	Word Study
9:00-10:00	Reading Workshop  *Guided reading groups, conferring	Reading Workshop  *Guided reading groups, conferring	Independent Reading (9:00 – 9:30) *Guided reading groups, conferring	Reading Workshop  *Guided reading groups, conferring	Reading Workshop  *Guided reading groups, conferring
10:00 – 11:00	Exploration (Project-oriented stations: Writing, reading, blocks, drama, sensory, science, art, woodworking) *Teachers lead small groups	Writing Workshop	Project Time (Includes Social Studies, Science, and Writing) (9:30 – 11:00)	Writing Workshop	Exploration (Project-oriented stations: Writing, reading, blocks, drama, sensory, science, art, woodworking) *Teachers lead small groups
11:00 – 12:00	Duty Free Lunch	Duty Free Lunch	Duty Free Lunch	Duty Free Lunch	Duty Free Lunch
12:00 – 1:15	Math Workshop	Math Workshop	Math Workshop (12:00 – 12:50)	Math Workshop	Math Workshop
1:15 – 1:50	Alternate days with coteacher – one teacher leads Read Aloud/Healthy Snack, other teacher individual prep time or clinical supervision meeting	Alternate days with coteacher – one teacher leads Read Aloud/Healthy Snack, other teacher individual prep time or clinical supervision meeting	Reflection/ Pack Up (12:50 – 1:00)  Dismissal 1:00  Early Release Day for Professional Development (1:15 – 5:15)	Alternate days with coteacher – one teacher leads Read Aloud/Healthy Snack, other teacher individual prep time or clinical supervision meeting	Alternate days with coteacher – one teacher leads Read Aloud/Healthy Snack, other teacher individual prep time or clinical supervision meeting
1:50 – 2:50	Collaborative Planning Time	CST or Data Meeting	(Staff Meeting, Grade Level Planning, Individualized Professional Development)	Collaborative Planning Time	Collaborative Planning Time
2:50 – 3:50	Project Time (Includes Social Studies, Science, and Writing)	Exploration or Multi-age Elective (Lead small project-based group)		Exploration or Multi-age Elective (Lead small project-based group)	Project Time (Includes Social Studies, Science, and Writing)
3:50 – 4:00	Reflection/Pack Up	Reflection/Pack Up		Reflection/Pack Up	End of Week Reflection Meeting/ Pack Up (3:40 – 4:00)
4:00	Dismissal	Dismissal		Dismissal	Dismissal

**Attachment 3b: First Year Calendar**

**School Year Calendar 2014-2015**

Month	Instructional Days	Professional Development, Holidays, Vacations
August	0	11 <sup>th</sup> – 29 <sup>th</sup> : Staff Summer Institute 8/28: Family Welcome Party
September	19	9/1: Labor Day 9/2: First Day, ½ Day for kindergarten 9/3: ½ day for kindergarten 9/4: ½ day for students, Family Listening Conferences 9/5: ½ day for students, Family Listening Conferences 9/12: ½ day for students, teacher PD 9/19: ½ day for students, teacher PD 9/25-9/26: Rosh Hashanah, no school
October	21	10/3: Yom Kippur, no school 10/10: ½ day for students, teacher PD 10/17: ½ day for students, teacher PD 10/24: ½ day for students, teacher PD 10/31: ½ day for students, teacher PD
November	14	11/3: ½ day for students, Report writing 11/4: No School for Students, Report Writing 11/7: ½ day for students, teacher PD 11/14: ½ day for students, teacher PD 11/20: ½ day for students, family conferences 11/21: ½ day for students, family conferences 11/25 – 11/28: Thanksgiving Break 11/24-11/26 PD days for teachers
December	17	12/5: ½ day for students, teacher PD 12/12: ½ day for students, teacher PD 12/19: ½ day for students, teacher PD 12/24 – 1/2: Winter Break
January	19	1/9: ½ day for students, teacher PD 1/16: ½ day for students, teacher PD 1/19: MLK Day, No School 1/23: ½ day for students, teacher PD 1/30: ½ day for students, teacher PD
February	13	2/6: ½ day for students, teacher PD 2/13: ½ day for students, teacher PD 2/16-2/24 Mid-winter Vacation 2/23-2/24: PD Days for Teachers 2/27: ½ day for students, teacher PD
March	21	3/6: ½ day for students, teacher PD 3/9: No School for Students, Report Writing 3/13: ½ day for students, teacher PD 3/20: ½ day for students, teacher PD 3/26-3/27: ½ day for students, Family Conferences

April	16	4/3: ½ day for students, teacher PD 4/10: ½ day for students, teacher PD 4/6 Easter Holiday, no school 4/13-4/17: Spring Break 4/24: ½ day for students, teacher PD
May	20	5/1: ½ day for students, teacher PD 5/8: ½ day for students, teacher PD 5/15: ½ day for students, teacher PD 5/22: ½ day for students, teacher PD 5/25: Memorial Day, no school 5/29: ½ day for students, teacher PD
June	20	6/4-6/5, ½ day for students, report writing 6/12: ½ day for students, teacher PD 6/18-6/19, ½ day for students, family conferences 6/26: ½ day, last day of school, teacher PD

Total Instructional Days = 180

Total Staff Days = 202

# Jason K. Horowitz



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## Professional Experience

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**SKEDI** New York, NY December 2010 to present  
*Online and mobile social scheduling application*

### **Founder/CEO**

Conceived of concept for online/mobile application for managing calendar information from multiple personal, business and leisure sources; Filled multiple roles as start-up CEO including Head of Product, Head of Business Development, General Counsel; Sourced start-up financing and managed online privacy issues.

**CKX, INC.** New York, NY June 2004 to August 2010  
*Publicly traded diversified media company known for ownership of American Idol, Elvis Presley Enterprises and Muhammad Ali intellectual property rights.*

### **Senior Vice President, Business and Legal Affairs**

Managed U.S. legal operations; Lead transaction attorney for mergers, acquisitions, joint ventures and financings; Managed SEC compliance process including primary authorship of '33 Act and '34 Act filings; Assistant Secretary and primary liaison to Board of Directors, including management of Board governance process.

### **EARLY CAREER:**

**FXM, Inc.** New York, NY August 2000 to May 2004  
**Vice President, Legal Affairs**

**SFX Entertainment, Inc.** New York, NY October 1999 to August 2000  
**Associate Counsel**

**Thelen Reid & Priest LLP** New York, NY January 1999 to August 1999  
**Associate**

**Bear Marks & Upham LLP** New York, NY September 1996 to January 1999  
**Associate**

## **BOARD PARTICIPATION:**

**SteppingStone Day School** Bronx, New York

February 2003 to present

Advise Board of Directors of not-for-profit school for special needs children on fundraising activities.

**KeyOn Communications** New York, New York

2007 to 2008

Served on board of directors of publicly traded rural wireless internet service provider. Appointed chairman of compensation and governance committees.

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### **Education**

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Fordham Law School, *Juris Doctor*, 1996

University of Pennsylvania, *Bachelor of Arts*, 1993

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### **Personal**

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Father, Husband, Runner, Mets fan, Pizza

## School Trustee Background Information

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

**Name: Jason K. Horowitz**

**Charter School Name: Compass Charter School**

**Charter School Address: Unknown**

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.): **Trustee**

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 met Todd Sutler, one of the co-founders of the Compass Charter School, more than fifteen years ago. In that time I have worked with Todd on several**

projects including his Odyssey Initiative. As part of my involvement with the Odyssey Initiative I participated in numerous conversations about the development and founding of the Compass Charter School.

5. Please explain why you wish to serve on the board.

I have been fortunate in that twice in my life I have had a front row view to the extraordinary impact that dedicated and innovative educators working at a great school can have on a child's life. First, about thirty years ago my mother co-founded SteppingStone Day School, a not-for-profit school for special needs children located in Queens and the Bronx, NY. Over the years, I have been able to observe the children at the school, speak with parents and in more recent years, participate as an advisor to the Board on fundraising and other matters. The difference that the school and its teachers make in the children's lives is nothing short of remarkable.

My second experience has been watching my oldest daughter blossom at the 14<sup>th</sup> Street Y Preschool in Manhattan. Prior to applying to preschools, my wife and I knew very little about the various approaches taken to early childhood education and so we could not appreciate the differences from one school to the next. Having now spent two and a half years watching Ella learn and grow and interact with her classmates and teachers, we have developed a great appreciation not just for the school's philosophy and approach, but even more so for the consistent application and implementation of this approach across all classes and all teachers.

In each of these cases, I have witnessed the incredible impact that education can have on a child's life when his or her teachers demonstrate commitment to their craft, openness to new ideas and compassion for their students. And I have seen that a teacher is particularly empowered to do his or her best work when there is a consistent, dedicated and, where appropriate, innovative approach and philosophy driven by the school and its administrators.

As noted, I have known Todd Sutler for many years. Todd has always proven himself to be a hard worker, committed to all his professional endeavors. But during the time that I have known him, never has he spoken about anything as passionately as he does education. I was fortunate to be involved in early discussions around the planning for the Odyssey Initiative and have witnessed the hard work and dedication that went into the ongoing success of that project. I can think of no better experience leading up to opening a school than traveling around the country and witnessing, first hand, the educational approaches that are making a real difference.

I am excited to have the opportunity to actively engage in improving education for a community through working with Todd and his team in the launching of a charter school in an under-served community. Based on countless conversations, I know that Todd and I share an appreciation for certain educational philosophies and a vision for what can be accomplished with the

**right infrastructure in place and the ability to shape and mold the process from day one.**

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):

**While not a member of the Board of Directors, I have served as an advisor to a not-for-profit school based in Queens and the Bronx, NY.**

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:

I have known Todd Sutler for fifteen years and most recently acted as an investor/advisor to the Odyssey Initiative.

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 first step would be to reach out to legal counsel for the school and inform them of my suspicions. At that point, I believe it would be up to legal counsel to determine who must be informed and what type of investigation and ultimately disciplinary action should take place.**

### **Educational Philosophy**

18. Please explain your understanding of the charter school's mission and/or philosophy.  
**As mentioned above, my wife and I have been fortunate to watch our daughter develop emotionally, socially and intellectually during her time at preschool, and we credit much of this to the school's adherence to the Reggio Emilia method of early childhood education. I have had multiple conversations with Todd Sutler about this philosophy and I know that Todd shares a deep appreciation for the concepts that make up the foundations of this approach. The underlying principles on which Compass Charter School is being founded are consistent with Reggio Emilia in its recognition that each child learns in his or her own way and that children develop a deeper connection to, and better understanding of, a subject matter when it is presented and explored with some relevant connections to the world in which the children live.**

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

**As noted above, CCS is being founded with the understanding that children bring to school with them a base of knowledge inspired by their experiences, which are themselves driven by the specific worlds in which the children live. CCS will build upon each child's understanding of and curiosity about their world by letting this natural curiosity play a key role in the education process.**

**Across all disciplines, students will engage in meaningful inquiry and discussion and actively participate in research through hands on observation and experimentation.**

**CCS will incorporate the arts into the curriculum and integrate these activities into the core subjects.**

**CCS will implement co-teaching in all its classrooms to minimize the student to teacher ration and offer better hands on support for all students.**

**School will run from 8 AM to 4 PM four days a week, providing substantial and meaningful additional instructional time over the course of the school year.**

**Continued professional development for teachers will not only be encouraged, but mandated, through the implementation of several initiatives and participation in a variety of professional learning projects.**

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.

**First and foremost, I think the success of the Charter School is driven by the ability of the board, the administrators and ultimately the faculty to adhere to and promote the school's vision and mission. By aspiring to this goal, there can be greater clarity of purpose and structure around developing the other elements that ultimately contribute to the school's success. The board must be aware of this in crafting the school's mission statement and must be diligent in promoting its vision internally and outside the school.**

**As the role of the board is one of governance and oversight, the board must ensure that the people charged with day-to-day management of the school are effectively fulfilling their obligations. Therefore, one of the most important ways in which a board can ensure a successful school is to hire the right administrator(s) and regularly review his/her/their performance.**

**Equally important, the board must have an understanding of and be responsive to the needs of the community of which the school is a member. The board should make it regular practice to engage personally with as many**

community members as possible, be they students, parents, parents of children at other schools, everyone.

Being a member of a community is not limited to personal engagement. The school should also actively share what it learns (e.g. what is working, what is not) with other schools so as to improve the overall educational landscape.

For better or for worse, the success of a school is often determined by its financial stability. The board must play a lead role in ensuring the financial well being of the school by spearheading fundraising campaigns and providing direct oversight of the budget and financial operations.

There is one point that I want to make, and this section seems most appropriate. I cannot think of a better preparation for the development of a new Charter School than what Todd and his team are doing with the Odyssey Initiative. The students of the Compass Charter School will benefit from the experiences of their administrators in studying what is working in schools across the country spanning all disciplines and subject matters. I believe that sharing of new techniques, in person observation and experimentation in implementation can play a meaningful role in driving innovation in classrooms.

#### Other

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

I think it is very important for any school board member to understand the distinction between governance/oversight and management. I have served on both sides of the board/management dynamic in the corporate world and in each instance have been regularly involved in interacting with one while serving as the other. In order to effectively and efficiently fulfill its obligations, a board must be comprised of people who recognize the need for governance while avoiding the traps of micromanaging the people charged with managing the day-to-day operations of the school.

As to the specific roles of the board and its members, I believe they include, though may not be limited to, the following:

- Work with the school's founders to determine the school's mission and vision, at all times ensuring adherence to and promotion of that vision.
- Selection of the school administrator(s) and ongoing monitoring of his/her/their performance.
- Responsiveness to administrator(s) needs by providing or locating resources necessary to building the strongest educational team possible.
- Establish policies regarding board membership, finances, enrollment, among other areas and ensure implementation of and compliance with such policies.

- **Familiarize itself with the entire regulatory landscape and ensure compliance at all times, particularly as it relates to renewal of the school's accreditation.**
- **Ensure the financial stability of the school including through oversight of the budget and financial operations.**
- **Build and maintain a strong relationship with the surrounding community.**
- **Regularly review its own performance in the fulfillment of each of these obligations.**

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

**I have read and understand the charter school application, the charter school board's by-laws and all proposed policies.**

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



# James B. Patchett

## WORK EXPERIENCE

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**Goldman Sachs Urban Investment Group** New York, NY

Vice President 2010-Present

Associate 2007-2010

- Evaluate and invest in wide variety of community development projects nationally, including for sale and rental housing, mixed-use / mixed-income real estate, retail centers, renewable energy, charter schools, community facilities and operating businesses
- Source, evaluate and analyze \$500 - \$700 million of transactions annually
- Lead two-three person deal teams to close over \$200 million of transactions per year
- Negotiate and structure private equity investments and loans as well as other tax-advantaged investments, including new markets tax credits, low income housing tax credits, historic tax credits and other investment tax credits
- Develop business by working closely with clients, including developers, not-for-profits and other financial institutions
- Follow real estate investments through life cycle, including predevelopment, construction, lease up, stabilization, and ongoing operations
- Address challenges with troubled assets through active asset management, frequent client contact, and, where necessary, negotiating settlements with operating partners and borrowers
- Seek investments that achieve both economic and social returns
- Member of five-member committee that evaluates all investment decisions for division, green lighting over \$800 million of transactions per year
- Participate in annual business planning and budget for division
- Prepared business plan to reorganize division and revise strategy in wake of financial crisis

**NERA Economic Consulting** Boston, MA

Senior Analyst (*promoted three times on accelerated schedule*) 2002-2005

- Led five-person consulting teams on economic development and financial modeling projects with personal responsibility for results
- Built financial models and assessed economic impacts of real estate development projects, including manufacturing facilities, casinos, airports, and new transportation infrastructure
- Assisted utilities and new industrial facilities in navigating entitlement process
- Performed financial analyses on behalf of municipalities, utilities, automobile companies, and various manufacturing industries
- Pitched projects and secured clients, including economic development projects for New York State and City of Chicago
- Participated in company-wide task force on marketing strategy

## EDUCATION

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**Stanford Graduate School of Business** Stanford, CA

**MBA, Class of 2007** 2005-2007

**Amherst College**

Amherst, MA

**BA in Economics** with High Distinction, Phi Beta Kappa, *summa cum laude*

1998-2002

- Awards: Best Economics thesis, excellence in Mathematics, highest ranking in class in Leadership and Scholarship
- Editor-in-Chief, college newspaper (*The Amherst Student*)

#### ADDITIONAL

- 
- Philanthropic: Board Member Enterprise Gotham Society, member leadership team Pioneer Valley Habitat for Humanity
  - Athletics: Running, golf, tennis, skiing, triathlons, scuba diving, camping, and pretty much everything else
  - Other Interests: Cooking, reading fiction, Boston Red Sox

<b>School Trustee Background Information</b>
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Each proposed or prospective charter school board member must provide the information requested below.

**Name: James Patchett**

**Charter School Name: Compass Charter School**

**Charter School Address: [Unknown]**

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.): [Treasurer]

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**

8. Please provide your educational and employment history. You may do so by attaching a résumé. X  Resume Attached
  
9. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. X  I affirm.
  
10. 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. X  I affirm.
  
11. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.  
For the past six years, I have been working in the Goldman Sachs Urban Investment Group on providing financing to charter schools that serve predominantly low- and moderate income-families. During that time, I met Todd

Sutler and became familiar with his work at Community Roots Charter School and the Odyssey Initiative. I was impressed with Todd's work, and based on my experience, he asked me to serve on the board.

12. Please explain why you wish to serve on the board.

I believe that charter schools provide an important education alternative. Too often, we see schools in lower income areas focus on rote memorization techniques, whereas only private schools that serve higher income populations provide more intellectual freedom to students. Compass Charter's educational philosophy will treat students as individuals and demonstrate the ability of progressive education to succeed in lower income areas of New York City.

I wish to serve on the board because I wholeheartedly believe in this model and am confident that my financial experience will help to ensure Compass's success.

13. 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. X Yes. (Include description here):

Through my work, I have seen the financials of dozens of charter schools—both successful and unsuccessful. My expertise in the financial matters that charter schools face will help ensure the financial success of Compass. Although education has to be the foundation of any successful school, a sound bottom line will be essential to Compass's ability to deliver quality education to the community.

14. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction. X 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.

X 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.

X 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. X Yes.

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

I am a friend of Todd Sutler.

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.

X 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.

X 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.

X  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.

X  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. X  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.

X  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.

I would seek to have this person removed from the board immediately.

### **Educational Philosophy**

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

As noted, I understand that Compass will focus on empowering the intellectual freedom of individual students and enabling them to learn things for themselves—rather than being just being told to memorize the answers. Through this approach, Compass will give students a deeper understanding of material, while also fostering their ability to learn. In the “real world,” critical thinking is a far more important factor for success than the ability to recite facts.

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

Compass's philosophy will underpin all aspects of the educational program. Although I am no curriculum expert, I understand they will achieve this by looking for the lessons to be driven by students. Teachers will serve as guides for students as they experience their educational journey. However, the school will use the common core state standards—with the specific program continuously refined based on student evaluations and success.

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 three most critical elements to the success of a charter school are student success, financial success and community engagement.

**Student Success.** While Compass will pursue a more progressive educational model, the school will still need to ensure student performance and understanding. The curriculum and educational program is the most critical piece to this. While it is not the board's job to implement the curriculum, the board is responsible for making sure it is working. I believe this can only be achieved through continuous student assessment and evaluation. School staff will need to report to the board at least quarterly on the success of students based on interim evaluations. These efforts will enable the staff and board to stay focused on what is working and what is not—and to make course corrections along the way.

**Financial Success.** As noted, a school can only thrive educationally if it can succeed financially. A bankrupt school is not a school—it is an empty building. School staff will need to provide monthly reports to the board on the school's financial bottom line. In addition, quarterly and annual financials must be carefully evaluated by the board. Similarly, quarterly and annual budgets must be approved by the board—as well as any extraordinary expenditures. To the extent, regular financial reporting does not track to the budget, the board must be empowered to intervene and take corrective action. While no educator wants to give up programming to help the bottom line, the board must be responsible for securing the financial discipline of the school.

**Community Engagement.** While students are the only ones in the classroom, the school must recognize that it is responsible for engaging the entire family. In many cases, the family is more instrumental to the student's success than his or her own behavior. The board must closely monitor this through evaluations of family attendance at school events as well as by ensuring that the community is adequately represented on the board. In addition, the board must be both receptive and responsive to feedback from community members—whether through staff or directly to the board.

## Other

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

The board is collectively responsible for the success of the school. Ultimately, each board member is responsible for making best efforts in every regard to ensure success for the students and the community—regardless of the position of the staff or the founders. A board member must ultimately represent the interests of the school community ahead of all other concerns.

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

Affirmed.

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

None.

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

### STATEMENT OF ASSURANCE

I, James Patchett (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 2<sup>nd</sup> Degree, a Class A Misdemeanor.

James Patchett  
Signature

March 5, 2013  
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]

# Eric Wally Gingold

Chief Executive Officer

## Professional Profile

Mr. Gingold built City Electric Distributors from a small family owned distributorship into one of the largest and best known lighting and electrical distributors in the eastern United States. City Electric Distributors, through Mr. Gingold's stewardship, was known for its vast product knowledge, financial acumen and superior service. Mr. Gingold went on to provide the same services for several other electrical and lighting distribution companies in the New York City area.

In 1995 Mr. Gingold co-founded NES Energy, Inc. with Mr. Philip Bonsignore. Together as a company they have sold, surveyed, designed and installed many lighting efficiency retrofit projects in the United States.

As well as heading up NES' sales and marketing efforts, Mr. Gingold is intimately involved in the day to day operations of the company. His depth of knowledge, integrity and professional reputation in the electrical, lighting, controls and building management industries has helped propel NES Energy, Inc. to its current position as the premier energy efficient lighting retrofit company in the industry.

## Experience (Projects within the last 5 years)

**Project Names: Per attached list.**

Project descriptions: Project design for many Lighting Efficiency Projects

Type of projects: Lighting Efficiency

Project cost: Per attached list.

## Education:

Bachelor of Arts  
Michigan State University, 1966

## Military:

11th Special Forces Group (ABN)

## Licenses/Certifications:

Consolidated Edison Company of New York  
Certified Energy Efficient Lighting Specialist

Eaton/Cutler Hammer Corporation  
Certified Motor Control Specialist

Siemens Corporation  
Certified Motor Control Specialist

General Electric Lighting Division  
Certified Lighting Specialist

## Years of Relevant Experience:

40

## References

**(projects in last 3 years)**

Manny Patino

JP Morgan Chase

575 Washington Ave.

Jersey City, NJ 07310

212.270.4809

manuel.patino@jpmchase.com

## Gene Boniberger

[REDACTED]

<b>School Trustee Background Information</b>
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Each proposed or prospective charter school board member must provide the information requested below.

**Name: Eric Wally Gingold**

**Charter School Name: Compass Charter School**

**Charter School Address: Unknown**

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.): Trustee

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. X  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. X  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. X  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 am friendly with Chris Maddern who is married to one of Compass' founders, Michelle Healy. He mentioned The Odyssey Initiative to me and it intrigued me. When I met Michelle and her partners, I became interested in supporting their

research. Since then, I have followed their project. I am a believer in their education philosophy and was invited to join their board.

5. Please explain why you wish to serve on the board.

I once taught in the New York City Public Schools and was surprised by how few educators believed in connecting with their students and understanding their students. Compass is the type of school I believe in and think is getting lost in New York City. This a chance for me to help give back after all my good fortune in a field that I believe in passionately. Selfishly, I also hope that by serving on the Board I can play some role in improving the school options for all of Brooklyn so that my own, newborn granddaughter has choices

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. X  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. X  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.

X  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.

X  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. X  Yes.

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

I know Michelle Healy ,Todd Sutler and Brooke Peters through my friendship with Chris Maddern, Michelle's husband.

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.

X  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.

X  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.

X  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.  
X  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. X  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.  
X  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.  
They should be relieved immediately.

### **Educational Philosophy**

18. Please explain your understanding of the charter school's mission and/or philosophy.  
Compass is committed to experiential learning and developing graduates who care about the world. They also believe that students progress at different paces and should not be shoved into the same box as they grow.
19. Please explain your understanding of the educational program of the charter school.  
The school is committed to providing a variety of educational experiences for students, including programs like arts and dance and projects that get children excited about learning. These programs also challenge children to the fullest extent and help to produce the most well rounded students.
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.

A school and its Board should help create an environment in which the best learning experience can occur. It should also strive to provide the students and staff with the best possible resources for them to learn. It is also crucial for the Board to monitor the ongoing fiscal positioning of the school.

**Other**

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

To be use their particular areas of expertise to advise, monitor and and support the school administration and to have a general understanding of the operational standing and academic performance of the school. Also, see answer to question 20.

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

I affirm.

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



## **EDUCATION**

### **City University of New York, Graduate Center, New York, NY.**

Ph.D. Candidate: Level 3, Social-Personality Psychology Department (2001).

**Dissertation Research** (Working Title): Finding the 'Just Right' Challenge: How Child Development Theory Shifts Novice Teachers' Perceptions of Children and Classroom Practice. (Dissertation Defense, March 2013).

**2<sup>nd</sup> Doctoral Examination:** Hope Feeds Development: Re-Creating Urban Public Schools in Service to Personal and National Growth. (2007)

**2<sup>nd</sup> Year Research Project:** 'Piaget Doesn't Apply in my Classroom'...Yet: Novice Urban Public School Teachers' Beliefs about the Usefulness of Child Development Theory. (2005)

### **Harvard University Graduate School of Education, Cambridge, MA.**

Ed.M., Administration, Planning and Social Policy (2001).

Certificate of Advanced Study (1989).

### **Bank Street College of Education, New York, NY.**

Master of Science, Early Childhood and Elementary Education (1988).

### **St. John's University, New York, NY.**

Bachelor of Arts, History Major (1979)

## **PROFESSIONAL EXPERIENCE**

### **City College, City University of New York, New York, NY**

**Adjunct Lecturer:** Co-Teaching – Research Seminar in Early Childhood Education - Teacher Inquiry in the early childhood graduate teacher certification program in a face to face format augmented with an online component. The focus of this year-long course is to prepare and support advanced masters degree students to identify their research topic, conduct a classroom based qualitative research project and write the results for their masters thesis to complete their degree requirements (2012 – present).

### **Nancy Cardwell & Associates, LLC, New York, NY**

**Education Consultant:** Provide on-site professional development to schools, colleges and universities, cultural institutions, and parents to improve children's learning informed by recent findings from brain research. Particular areas of focus: individual coaching for teachers and administrators; parent advocacy coaching; teacher evaluation; curriculum development; increasing academic rigor; effective teaching strategies informed by learning for optimal brain development. A particular focus is developing an integrated curriculum with an emphasis on English language arts, social studies and the arts (2012 – present).

**Under Contract with W.W. Norton to write a book on child development.**

**The Science of Child Development: Emotional Thought and the Developing Mind** chronicles children's developmental progress integrated with lessons learned in cognitive neuroscience. Recent findings in cognitive neuroscience offer greater insight on the processes of attention, memory and learning function within the brain, expressed in behavior that has major implications for understanding typical and atypical patterns of human development, which have significant implications for educators to create a pedagogy for optimal brain development (2011 – Present).

**Bank Street College of Education, New York, NY.**

**Advisor** (1997-2012), Supervised Fieldwork, Intern and Assistants (1997-2008); Working Teachers Program (2008-2011). Facilitate weekly seminars; bi-monthly individual meetings with advisees, monthly classroom observations to help students integrate their course work with classroom practice and curriculum development (1997 – Present).

**Teacher Education Courses:**

Child Development and Developmental Variations in Middle Childhood and Early Adolescence (2009-2012)

Child Development with an Emphasis on Middle Childhood and Early Adolescence (1997-2008; Adjunct Fall 1993)

Principles and Problems in Early Childhood and Elementary Education (2001-2012)

Child Development (2002-2012)

**Leadership Courses:**

Special Study – Adolescent Development (2012)

Foundations of Educational Leadership-Culture and Society (2005-2012)

Foundations of Educational Leadership-History, Law and Economics (2005-2012)

Research for Educational Change (2007-2012)

Special Study -- Adult Development (2008)

**Selected Committee Work:**

Member of Graduate School Curriculum Committee (1998-2001; 2009-2012)

Graduate School Representative to Staff Council (1999-2001; 2008-2011)

Staff Associate Trustee member of the Board of Trustees (2001-2004)

**Cool Culture, Brooklyn, NY**

Cool Culture is a non-profit organization that partners with over 300 child care, Head Start, Universal Pre-Kindergarten, Early Intervention and Even Start programs to inspire families to visit the over 80 cultural institutions partnering with Cool Culture.

**Educational Consultant, Literacy through Culture Advanced (LTCA):** Designed the program in collaboration with Cool Culture executive director and LTCA program coordinator, making explicit links between visiting cultural institutions and literacy development that is integrated in the classroom curriculum to support the significant

sacrifices parents make to take their children to visit cultural institutions. Redesigned the program evaluation instrument in collaboration with Cool Culture executive director, LTCA program director and external evaluation firm.

**Literacy through Culture:** Planned and facilitated a series of 6 workshops each year to highlight the importance of experiences in cultural institutions for developing strong literacy skills. These workshops were held in various cultural institutions in New York City and were designed to increase Cool Culture Liaisons and center parents' familiarity with and comfort in the partner institutions to encourage more families to use their Cool Culture passes to visit museums, zoos and botanical gardens throughout New York to promote increased literacy among young children. (2007-2009)

**City College of the City of New York, New York, NY.**

Adjunct Professor: Problems and Issues in Early Childhood Education. (Fall 1995)

**Teachers College, Columbia University, New York, NY.**

National Center for Restructuring Education, Schools and Teaching (NCREST).

Research Assistant: Professional Development Schools Network; Diversity and Excellence Working for the Education of Youth (DEWEY) Project (1993-1995).

**Harvard Education Review, Cambridge, MA.**

Book Editor (1990-1991); Editorial Board Member (1989-1991).

**Boston Higher Education Partnership, Boston University, Boston, MA.**

Administrative Intern: Designed and prepared a report on the 30 Partnership programs in Boston Public Schools for presentation to the Board of the Higher Education Partnership. (1988-1989).

**Graduate School of Education, Harvard University, Cambridge, MA.**

**The Principals' Center**

Program Assistant: Facilitated and coordinated Principals' Center professional development programs and Summer Institutes (1990).

Principal Certification Pattern: Advised students in the principal's certification pattern, petitioned state education department for course approval, rewrote the Principal Certification Pattern Manual, coordinated and submitted students' applications for principal certification (1989-1990).

**Teaching Assistantships:**

**Human Development and Psychology:**

Developmental and Cultural Analyses of Preventive Interventions for Children and Adolescents at Risk. Robert Selman and Annie Rogers. (Spring 1993)

The Psychology of Women and Development of Girls. Annie Rogers (Spring + Fall 1992)

**Teaching, Curriculum, and Learning Environments-Teacher Certification Program**

Teaching and Curriculum in Secondary Schools, I II. Vito Perrone (1992 - 1993)  
Social, Historical, and Multicultural Issues in American Education.  
Vito Perrone (Summer 1990; 1992).

## **GRANTS AND AWARDS**

### **The Spencer Foundation, Chicago, IL**

Discipline Based Studies in Education for Social Justice and Social Development (DBSE). DBSE Fellow (2001-2003).

### **Bank Street College of Education, New York, NY**

President's Minigrant Award: a collaborative project with a public school in Washington Heights to strengthen the school's existing academically rigorous and relational pedagogy with applied child development theory (1999 – 2000).

Writers Award: "Black Women Teachers Teaching Black Girls: A Pedagogy of Relationships, Parables and Learning" (1998-1999).

## **PUBLIC SCHOOL EXPERIENCE**

### **P.S. 123: Summer Kindergarten Program, Manhattan, New York, NY.**

**Kindergarten Teacher:** Designed, wrote, and implemented a six-week, activity-based classroom curriculum to strengthen reading, math, and socialization skills for children 5 to 7 years old, entering the first grade in September(1988).

### **Margaret Douglass School (P.S. 36 Manhattan) New York, NY.**

**Prekindergarten Teacher, Four Year-Olds; New York State Experimental Pilot Preschool Program:** Wrote and implemented a physics curriculum for four year-olds with a National Science Foundation, Comfortable Physics Master Teacher of Science Grant; wrote an environmental science curriculum to participate with my students in the Lake Tiorati Environmental Science Workshop Program at the Bank Street College of Education (1986-1988).

**Kindergarten Teacher, New York State Funded Two-Way Bilingual Program:** Taught spoken and written English to Spanish speaking 5 year-olds and strengthened their written and spoken Spanish. Developed children's reading readiness and reading skills. (1985-1986)

## **PUBLICATIONS AND RESEARCH**

King, S.H. & Cardwell, N.M. (2008) Creating a new model of education for African American children: Mobilizing stakeholder partners in service to sustained academic success. In L.C. Tillman. The SAGE Handbook of African American Education. Los Angeles, CA: SAGE.

Cardwell, N.M. (2008) Pre-Schools: Half-day vs. Full-day for 3-year-olds. *NYMetro Parents*, (3-1-08).

<http://www.nymetroparents.com/article/Pre-SchoolsHalf-day-vsFull-day-for-3-year-olds>

Cardwell, N.M. (2004) Teaching through relationships and stories: Three urban exemplars. In

Lyons, N. & LaBoskey, V. (eds.) Narrative teaching practices: Exemplars for reflective teaching and teacher education. NY: Teachers College Press.

Cardwell, N.M. (1992) "South Africa: A Land of Deep Contrasts," EdLines, Harvard Graduate School of Education (Spring).

Pilot Study: "Stay Out of My Kool-Aid, 'Cause You Don't Know My Flavor": How black women feel and think about teaching black children in a predominantly black public school in an urban, black neighborhood. Graduate School of Education, Harvard University (1992)

Cardwell, N.M. (1987) "The City is a Natural Environment for Learning," The Tiorati Network, (Fall).

### **SELECTED PRESENTATIONS AND WORKSHOPS**

Presenter: "Finding the 'Just Right' Challenge: Novice Teachers' Beliefs about the Usefulness of Child Development Theory", New York State Association of Early Childhood Teacher Educators (April 2011)

Guest: CBS Saturday Early Show – "The ABC's of Hiring a Tutor" (9-29-07)  
<http://www.cbsnews.com/stories/2007/09/28/earlyshow/saturday/main3310681.shtml>

Presenter: "Teaching and Learning about the World through Cultural Stories", National Arts Education Association Conference, Schomburg Center for Black Culture (3-15-07)

Guest: NBC Today Show – "Today's Family: Is Homework Hurting Kids?" (8-31-06)  
<http://video.app.msn.com/watch/video/is-homework-always-necessary/60mb7qn>

Presenter: "Constructivism for educational social justice in urban public schools: Observations of a teacher educator" at the Annual Meeting of the Jean Piaget Society (2004).

Presenter: "Black Women Teachers Teaching Black Girls: A Pedagogy of Relationships, Parables and Learning" at the American Educational Researcher Association Annual Meeting, Session Title: The Journey of Successful Urban School Teachers (1999).

Presenter: Observing and Recording Children's Behavior with a Generous Eye (October, 1999)

Guest Lecture Bank Street College of Education, Museum Leadership – Middle Childhood and Early Adolescent Development a two-day seminar (1996; 1997).

Facilitated two, day-long workshops for Cape Cod Head Start Teachers: 1) "Arranging a Developmentally Appropriate Early Childhood Classroom" (September 1993) and 2) "Using the Observation and Recording the Behavior of Young Children's Behavior as a Tool for

Understanding Child Development" (June 1994).

Presenter: Building a Cohesive Learning Community inside Schools through Multicultural Education, Nyack Parents' Association. (November, 1993).

Organized "Creating a Dialogue Between Africans and African Americans," for graduate and undergraduate students at Harvard University. (April 1992)

Presenter: "Journey to South Africa: A Black Woman's Perspective", International Speaker Series, Harvard University. (December 1991)

Presenter: "Qualitative Research Methods for Early Childhood Practitioners," Early Childhood Leadership Program, Bank Street College of Education. (July 1991)

Presenter: "South Africa: A Study of Contrast and Contradiction," Report to the Riverside Church congregation. (June 1991)

Presenter: "Curriculum Development: A Bridge Between Where the Children are and Where the Children Need To Be," Early Childhood Leadership Program, Bank Street College of Education. (July 1990)

### **PROFESSIONAL DEVELOPMENT**

Participant in a four-day workshop on multiculturalism sponsored by Education for Action, Radcliffe College, facilitated by VISIONS, Inc., Cambridge, MA. (March 1992)

Participant in a three-day Tavistock Conference "Power and Authority in Organizational Life." Sponsored by the A.K. Rice Institute in Boston. (March 1993)

P.S. 36/Columbia University School Improvement Project Summer Institute with Dr. Dale Mann, Teachers College. Collaborated with colleagues and Dr. Mann to design and implement a school-wide curriculum and school improvement program to engage students in active learning using a developmental approach. (Summer 1986 and 1987)

Participant: Summer Writing Process Workshop with Dr. Lucy Calkins of Teachers College. (1986)

Participant: Teacher/Mentor Program, New York City Board of Education. Selected to be videotaped by the Teacher/Mentor Program for a training video for incoming mentors as an example of the ideal mentoring relationship. (1985)

### **SELECTED COMMUNITY SERVICE ACTIVITIES**

#### **St. Martin's Housing Corporation, New York, NY**

Board Member, focused on maintaining affordable housing and providing elder services for

senior citizens (2004-2007).

**Riverside Church, New York, NY.**

Member, Peace and Social Justice Delegation hosted by the South African Council of Churches. On this trip, I observed and interviewed teachers, administrators, and students in early childhood, primary, secondary, and tertiary educational institutions in Cape Town, Port Elizabeth, Bophututswana, and Soweto (1991).

**PROFESSIONAL ORGANIZATION MEMBERSHIPS**

American Educational Research Association (AERA)

Jean Piaget Society (JPS)

Learning and the Brain

New York State Association of Early Childhood Teacher Educators (NYSAECTE)

<b>School Trustee Background Information</b>
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Each proposed or prospective charter school board member must provide the information requested below.

**Name:**     Nancy M. Cardwell    

**Charter School Name:** **Compass Charter School**

**Charter School Address:** **Unknown**

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  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.  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.  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 became aware of the charter school through conversations with Todd Sutler, my former advisee at the Bank Street College of Education, and after meeting with the leadership team, I was invited to join the board.

5. Please explain why you wish to serve on the board.

I want to serve on the board in order to support the visionary leadership team to provide an excellent education for children who are in need.

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):

I served as a member of the Board of Trustees at Bank Street College of Education, which oversees the School for Children and Graduate School of Education. I have worked in the field of education for the past 28 years as a teacher, teacher educator and independent consultant in private, public and charter schools throughout New York City.

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.

X 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.

X 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.

X 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.

X 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.

X 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.

X 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.

X 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.  X 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.

X 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.

If I had knowledge of such a situation, I would immediately notify the board chair and the executive committee of the potential conflict of interest.

### **Educational Philosophy**

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

The goal of CCS is to prepare children to be concerned, compassionate, well informed citizens who will grow up to lead fulfilling personal lives as parents and professional lives working to improve society. CCS plans to build on children's innate curiosity using a combination of inquiry and purposeful experiences to cultivate a passion for life long learning.

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

The educational program will be interdisciplinary and intellectually rigorous, in line with the Common Core Standards across all content areas, including the arts, music and dance. It will provide multiple opportunities for children to demonstrate their knowledge through academic projects and community improvement efforts that will be assessed using formative and summative assessments.

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.

Successful schools need to have a climate of excellence where learning is something everyone is engaged in – children and adults. Specifically, ongoing consistent high-quality professional development for teachers and leaders are a key element to creating and sustaining academic excellence among children. A rigorous curriculum that challenges and engages children by taking the full range of their developmental and cultural capabilities into account. Children's curiosity is fed by taking their questions and concerns seriously by integrating them into the content of the units of study. This is why formative assessments are so important. Successful schools have systems in place to use formative assessments to take a daily measure of how children are doing to inform teaching coupled with summative assessments to measure how effectively children have learned the intended lessons.

### **Other**

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

Board members have the responsibility to oversee the administration's management of the school, ensuring that their leadership facilitates and supports the educational programming in ways that sustain children's academic success. Most importantly, board members have the responsibility to ensure the fiscal health and stability of the school in order to provide the resources necessary to ensure sustained academic 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.

I so affirm.

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



**Dorian Muller**



**Experience**

**BROOKLYN COMMUNITY HOUSING AND SERVICES, INC. Brooklyn, NY**

**Director of Property Management** – Overall responsibility overseeing all BCHS property issues, including operations, maintenance and facilities, rent collection, security and lease-holding. Coordinates legal proceedings with agency attorney. Represents agency in court and with government officials. Oversees major capital improvements. (2006 – Present)

**BROOKLYN COMMUNITY HOUSING AND SERVICES, INC. Brooklyn, NY**

**Forensic Case Manager** – Act as Case Manager for Forensic MICA clients and the formerly and currently incarcerated, advocate for clients in court setting and with other program and service agencies, conduct weekly FUSE meetings, maintain and document liaisons with other agencies providing services to clients, participate in intake interviews with team, complete interviewing forms and recommendations for admission, provide individual counseling and crisis intervention, establish linkages for resources and services. (2005 - 2006)

**BROOKLYN COMMUNITY HOUSING AND SERVICES, INC. Brooklyn, NY**

**Operations Supervisor** - Assist Program Director to design systems that ensure the smooth functioning of the program, supervise the Family Manager staff, oversee operation of room and floor maintenance and other chores assigned to residents, act as liaison between Family Managers and Program Administration (i.e. procedural issues and staff development), carry out regular duties as a Family Manager on shift, conduct preliminary intakes for Case Manager, prepare progress notes, statistics, incident and other reports, conduct rounds on the floors to promote security and safety. (1994 – 2005)

**TWO TREE MANAGEMENT, Brooklyn, NY**

**Supervisor** – Supervised a crew of 7 people ensuring productivity, demolishing and constructing commercial and residential building, paving roads and highways, licensed in extermination, ability to utilize various job related tools. (2004 – 2006)

**CENTER FOR EMPLOYMENT OPPORTUNITY, New York, NY**

**Maintenance** – Tend to local preservation of buildings, particularly colleges. (2000)

**EDUCATION**

**JOHN JAY COLLEGE, New York, NY - 1996 - 1998**

Bachelor of Science - Police Science (Major to be resumed)

**MIDWOOD HIGH SCHOOL, Brooklyn, NY – 1987 – 1991**

High School Diploma obtained

<b>School Trustee Background Information</b>
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Each proposed or prospective charter school board member must provide the information requested below.

**Name: Dorian Muller**

**Charter School Name: Compass Charter School**

**Charter School Address: Unknown**

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**

- 15. Please provide your educational and employment history. You may do so by attaching a résumé.  Resume Attached  Resume Attached
  
- 16. 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.  I affirm.
  
- 17. 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.  I affirm.
  
- 18. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

As a parent, I wanted the best education for my child so I enrolled her into a charter school. She was in Todd Sutler and Michelle Healy’s 5<sup>th</sup> grade class. After attending regular meetings about The Odyssey Initiative, I found myself interested

in the many aspects of the school being proposed. Michelle and Todd asked me to join the board, and I accepted.

19. Please explain why you wish to serve on the board.

I believe in the mission of the school. Also, I believe in equal education across the board regardless of race and class.

20. 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.  X This does not apply to me.  Yes. (Include description here):

21. 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.  X 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).

I was convicted of Third Degree possession of a controlled substance, a felony, in July of 1999. I was paroled in June 2000. Disposition was in 2002, but I am not sure of the date.

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.

X 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.

X 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.

X 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.

X 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.

X 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.

X 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.

If it were brought to my attention that a member of the board was involved in work for any benefit outside of our mission I would bring it to the attention of the entire board. From there, how to handle the situation would not be a decision made on my own. Further disciplinary action would be discussed and voted upon as a board.

### **Educational Philosophy**

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

CCS will be lead by experience educators who have a passion for teaching. They will prepare students for success. They will also tap into each child's potential and will go outside the box to honor the individual skills of each student.

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

In order to promote and deliver the best education possible, CCS has a structured educational program that allows teachers to meet the students were they are and build curriculum that helps children to mature into people with open minds. Students will be pushed to question things and form their own conclusions. They will be allowed to find their own talents and develop them no matter what the talents may be. Longer school days will give the students more time to learn, develop, and retain information that is given. With 2 teachers in the classroom create more opportunities for direct support and deeper learning. Having the same teacher for two years allows for trust, bonds and true relationships to be developed.

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 a successful charter school should be an extension of a student's family embodying 3 characteristics, which are diversity, optimism, and drive. For the school to be successful, there is a need for diversity across the board. Diversity sparks creativity, promotes education, and allows the development of long-lasting relationships. The existence of optimism is a important need as well. We live in changing times, as the students grow older we want to accommodate them and be able to understand some unconventional tools used to produce scholars. Drive - we want to put forth the effort necessary to achieve our mission day in and day out. This can be achieved with regular meeting with parents and student to have insight on their needs. The more we connect with the student the better we will be.

### **Other**

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

My role is to make sure the students are receiving the services that they deserve and that the leaders and teachers are living up to our overall mission. Along with making sure the students are sage and well educated, I will also be responsible for making sure that the school is financially stable and that there are adequate resources available to the students in order to enhance their learning environment.

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

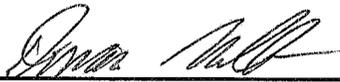
I affirm that I read all of the by-laws.

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, Dorian Miller (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 2<sup>nd</sup> Degree, a Class A Misdemeanor.



Signature

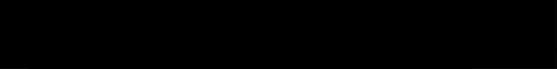
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Date

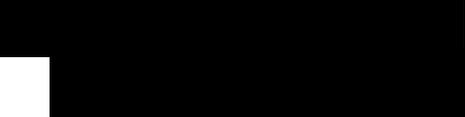
*Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.*

**Business Telephone:** \_\_\_\_\_ 

**Business Address:** \_\_\_\_\_ 

**E-Mail Address:** \_\_\_\_\_ 

**Home Telephone:** \_\_\_\_\_ 

**Home Address:** \_\_\_\_\_ 

# Eliza J. Spang, Ph.D.

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## Professional Experience

**Institute of Play**, New York, NY

*Co-Director, Informal Learning Lab & Learning Products Manager (2011-present)*

- Strategic management of project design, development, distribution, and evaluation, staff hiring and support, budgeting, internal and external communication, and cultivation of partnerships and new funding opportunities for the Informal Learning Lab – a lab focused on designing and developing tools and resources for interested audiences to bring game-like learning into formal and informal learning contexts
- Transform products used in Quest schools into easy- to use, effective, and highly-visual tools and resources in collaboration with design and development teams
- Develop systems to pilot and evaluate tools and resources to drive continuous refinement and improvement
- Collaborate to build and maintain distributed communities of practice around launched products
- Participate in developing pipelines and partnerships for disseminating and monetizing newly designed tools
- Support training and coaching for use of products by end users
- Design and support development of high school based on Quest learning model

**Relay Graduate School of Education**, New York, NY *Senior Manager (2009-2011)*

- Led 15-20 instructors in the design, development, and implementation of teacher education courses (traditional and web-based) provided to over 200 novice K-9 charter and public school teachers for Teacher U
- Developed content for on-line course platform to align to a variety of course requirements
- Provided qualitative and quantitative data analysis of program effectiveness to improve instructor performance
- Monitored and supported teachers using CRM software and an online survey tool
- Collaborated on accreditation report for the National Council for Accreditation of Teacher Education

**Learning Innovations at WestEd**, Woburn, MA *Research Associate (2008-2009)*

- Designed K-12 professional development programs for math and science teachers
- Developed local and federal grant proposals for short and long-term research and evaluation projects
- Prepared evaluative reporting for clients, including synthesis and analysis of quantitative and qualitative data
- Provided status reporting on a partnership between NOAA, public schools, and non-profits

**Stanford University**, Palo Alto, CA *Research Assistant as a Ph.D. candidate (2004-2008)*

*How Does Teacher Education Make a Difference? An Exploration of the Relationships among Teacher Education, Teaching Practices, and Student Learning.* [Dr. Linda Darling-Hammond]

- Developed a survey, an observation tool, and interview protocols to collect data on teacher effectiveness
- Using quantitative and qualitative methods, identified patterns among more and less effective 6<sup>th</sup>-9<sup>th</sup> grade teachers and their teacher education programs

*Making the Language of Science Explicit: Teaching Science as a Discourse.* [Dr. Bryan Brown]

- Applied discourse analysis techniques to evaluate the relationship between academic language and student learning in a middle school science classroom

*A Study of the Impact of Teacher Preparation on Beginning Teachers.* [Dr. Daniel Humphrey]

- Developed and drove adoption of new observation and interview protocols for beginning teachers
- Examined relationship between teacher education program goals and the effectiveness of its graduates

*Science Outreach Liaison*

- Developed curriculum and taught a weekly course to 10 experienced high school science teachers on translating their learning experiences at Stanford research lab into meaningful high school chemistry lessons

**Stanford University**, Palo Alto, CA *Teaching Assistant as a Ph.D. candidate (2003-2006)*

- Designed and implemented curriculum for a Curriculum and Instruction course for 15 science teacher candidates focused on principles of science curriculum development, technology use, and lesson implementation
- Supervised 70 secondary teacher candidates during their initial classroom experiences in a summer program
- Supervised and supported three secondary biology teacher candidates in weekly meetings, regular observations, and individual conferences to debrief teaching practices, provide feedback, and assess professional growth

**San Marin High School**, Novato, CA *Science Teacher (1999-2003)*

- Designed curriculum for Integrated Science I, II, and Biology and taught 9-10<sup>th</sup> grade students
- Mentored teaching candidates from Dominican College and coordinated district wide meetings for new teachers
- Served as vice-chair of school leadership team and on district and state-level science curriculum committees

**The Ocean Conservancy**, Washington, DC

*Coordinator for Major Donor Communications (1998-1999)*

- Researched and composed grant proposals
- Developed narrative reports, financial reports, and cultivation materials for donors and foundations

**Hamilton-Wenham Regional High School**, Hamilton, MA *Science Teacher (1997-1998)*

- Designed curriculum and taught Environmental Science and Biology to 9-10<sup>th</sup> grade students

## Education

**Stanford University**, Palo Alto, CA Ph.D., Curriculum and Teacher Education, 2008

Dissertation: *How Does Teacher Education Make a Difference in Our Schools? Beginning Science Teachers and Their Students' Understanding and Use of Scientific Inquiry*

**Duke University**, Durham, NC M.A.T., Secondary Biology, 1997

**Middlebury College**, Middlebury, VT B.A., Biology, 1996

## Selected Publications and Presentations

- Kagle, M. & Spang, E. (2010). *Addressing the Urban Teacher Crisis: Partnerships, Effectiveness, and Evaluation*. American Educational Research Association Annual Conference, Denver, CO.
- Darling-Hammond, L., Dieckmann, J., Haertel, E., Lotan, R., Newton, X., Philipose, S., Spang, E., Thomas, E., & Williamson, P. (2010). Studying Teacher Effectiveness: The Challenge of Developing Valid Measures. In G. Walford & E. Tucker (Eds.), *The Handbook of Measurement: How Social Scientists Generate, Modify, and Validate Indicators and Scales*. Thousand Oaks, CA: Sage Publications.
- Spang, E. (2008). *How Does Teacher Education Make a Difference in our Schools? Beginning Science Teachers' and Their Students' Understanding and Use of Scientific Inquiry*. Unpublished Dissertation. Stanford University School of Education.
- Spang, E. (2008). *How Does Science Teacher Education Make a Difference in our Schools?* American Association of Colleges for Teacher Education Annual Conference, New Orleans, LA.
- Darling-Hammond, L., Lotan, R., Newton, X., Philipose, S., Spang, E. and Williamson, P. (2008). *Teacher Preparation and Teacher "Effectiveness": Methodological Issues and Possibilities (Symposium)*. American Educational Research Association Annual Conference, New York, NY.
- Spang, E. (2007). *The Relationship between Content-Specific Methods Courses in Stanford University' Teacher- Education Program and the Teaching Practices of the Science Teacher Education Graduates and their Students' Understanding of Science*. Teachers for a New Era 2007 Institute, Washington, D.C.

- Brown, B. and Spang, E. (2007). Double Talk: Synthesizing Everyday and Science Language in the Classroom. *Science Education*. 92(4), 708-732.
- Rhodes, L. and Spang, E. (2006). Resource Review: Going Public with Our Teaching: An Anthology of Practice. *The New Educator*. 1, 11.
- Brown, B. and Spang, E. (2005). *Teaching Science as an Academic Discourse: Creating the Context for Scientific- Discourse Appropriation*. American Educational Research Association Conference, Montreal, Quebec, Canada

## **Professional Affiliations**

- Massachusetts Board of Education Mathematics and Science Advisory Council, 2008-2009
- Spencer Foundation Research Training Grant Committee, Stanford University, 2007-2008
- Stressed Out Students (Coach/Advisor), Saint Ignatius Preparatory High School, San Francisco, CA, 2006-2008
- California Department of Ed. Committee for Integrated Science Curriculum and Assessment, 2001-2002

## **Certificates and Credentials**

- New York State Teaching Certificate, Biology, Adolescent 7-12 (in process)
- California State Clear Single Subject Teaching Credential, Biological Sciences (2007-2013)

## **Technology Skills**

- Microsoft Office Suite
- CRM - Salesforce.com, SurveyMonkey.com
- SPSS
- MAC OS X 10.5, 10.6

<b>School Trustee Background Information</b>
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Each proposed or prospective charter school board member must provide the information requested below.

**Name:** \_\_\_ Eliza Spang \_\_\_\_\_

**Charter School Name:** \_\_\_ Compass Charter School \_\_\_\_\_

**Charter School Address:** Unknown

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.): \_\_\_\_\_

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**

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

23. 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.

24. 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.

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

*I am a board member of the Odyssey Initiative and therefore understood the goal of visiting excellent schools throughout the country to inform the design and*

*development of Compass Charter School. I was then asked to serve on the board of Compass Charter School.*

26. Please explain why you wish to serve on the board.

*I believe all children should have the opportunity to learn in a safe and engaging school environment with well-supported teachers who strive to not only help children ask questions and find answers, but also help children become confident, thoughtful, and life-long thinkers and doers. The aim of Compass Charter School is to provide this type of learning environment to a diverse population of students. The founders of Compass Charter School also delved into their own inquiry of learning and education by visiting and studying effective schools and teaching. The mission of the school and the dedication of the founders to design and develop an effective, innovative, and exciting school for children is why I wish to serve on the board.*

27. 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):

28. 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:

*I have known Todd Sutler for many years as a friend and fellow educator.*

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.

*If I believed one or more members of the board were involved in working for their own benefit or the benefits of family and friends, I would immediately contact the directors of the school as well as other non-involved board members. Then, we would ask the member(s) who we think are working for their own benefit to meet with the directors and the board to discuss our concerns. If the member(s) is/are actually benefitting themselves from being on the charter school board, we would ask them to resign from their position.*

### **Educational Philosophy**

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

*The mission and philosophy of Compass Charter School values the individuality of students and their backgrounds/communities. By working with students to identify their strengths and areas of growth, teachers will create inquiry-based learning experiences to build on students' background knowledge and strengths in order to help students build more knowledge and skills and support their passion for learning.*

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

school.

*The educational program has several components. Students will learn knowledge and skills by using inquiry. To better integrate arts into the school, teachers will use the arts to help students learn content rather than having an arts class, solely. Sustainability is an area of knowledge and skills that will also be emphasized at Compass Charter School.*

*Key processes to support student learning at the school include using multi-faceted assessments to gain a more holistic data about students' understanding, integrated co-teaching with two teachers in each classroom, looping, extended school day, and after-school programs.*

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.

*A successful charter school is one in which students, teachers, and administrators are thriving academically, emotionally, and physically. To create such a school, learning in the school community highlights strengths and supports areas of growth. A board member of a charter school needs to be continually collecting, analyzing, and sharing quantitative and qualitative data about school learning and school community well-being. For instance, talking with students, teachers, parents, and administrators and classroom visits provides valuable data about the effectiveness of the school.*

### **Other**

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

*The role of a public charter school board member establishes and reviews school policies as well as oversees budgetary, legal, and instructional decisions. To fulfill this role, a board member will attend all board meetings and share their expertise in various committees.*

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

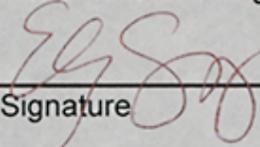
*I have read and understand the charter school application, the charter school board's by-laws and all proposed policies.*

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, ELIZA SPANG (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 2<sup>nd</sup> Degree, a Class A Misdemeanor.

  
Signature

3/11/13  
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:** \_\_\_\_\_

**Business Address:** \_\_\_\_\_

**E-Mail Address:** \_\_\_\_\_

**Home Telephone:** \_\_\_\_\_

**Home Address:** \_\_\_\_\_

## **Attachment 5B: Proposed By-laws**

### **ARTICLE I: NAME**

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

### **ARTICLE II: MEMBERSHIP**

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

### **ARTICLE III: BOARD OF TRUSTEES**

**A. Powers.** The Board of Trustees shall conduct and direct the affairs of the Corporation and exercise its powers, subject to applicable provisions of the New York Education Law, New York Not-for-Profit Corporation Law, the Corporation’s **Certificate of Incorporation** and these Bylaws. The Board of Trustees may delegate the management of the activities of the Corporation to others, so long as the affairs of the Corporation are managed, and its powers are exercised, under the Board of Trustees’ ultimate jurisdiction.

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

1. To elect and remove Trustees;
2. To select and remove officers, agents and employees of the Corporation; to prescribe powers and duties for them; and to fix their compensation;
3. To conduct, manage and control the affairs and activities of the Corporation, and to make rules and regulations;
4. To enter into contracts, leases and other agreements which are, in the Board of Trustees’ judgment, necessary or desirable in obtaining the purposes of promoting the interests of the Corporation;
5. To operate Compass Charter School (the “School”);
6. To carry on the business of operating the Corporation and apply any surplus that results from the business activity to any activity in which the Corporation may engage;
7. To act as trustee under any trust incidental to the Corporation’s purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;
8. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;
9. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities;
10. To lend money received only from private sources and to accept conditional or unconditional promissory notes therefor, whether interest or non-interest bearing, or secured or unsecured; and

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

**B. Number of Trustees.** The number of Trustees of the Corporation shall be no fewer than five and shall not exceed 15. The Board of Trustees may adjust the number of Trustees by resolution of the Board of Trustees or amendment of the Bylaws.

**C. Election of Trustees.**

1. Election. The Board of Trustees shall elect the Trustees by the vote of a majority of the Trustees then in office, whether or not the number of Trustees in office is sufficient to constitute a quorum, or by the sole remaining Trustee. Trustees-elect assume office subject to approval by the New York State Board of Regents (the "Charter Entity"). The Board of Trustees may (but is not required to) include two guardian representative whose child attends or has attended the school. The Board of Trustees may (but is not required to) include one community member of the district of location of the School.

2. Eligibility. In order to be eligible for election, a person must be nominated by a then-serving Trustee. The Board of Trustees may elect any person who in its discretion it believes will serve the interests of the Corporation faithfully and effectively, provided that no employee of the Corporation or any other person who has a conflict of interest prohibited under Sections 801 through 806 of the New York General Municipal Law shall be eligible to serve as a Trustee.

3. Organizational Affiliations. Not more than 40% of the persons serving on the Board of Trustees may be a trustee or employee of a single organization.

4. Term of Office.

a. A Trustee's term of office shall be three years (a "Term"); provided, however, that any Trustee elected to fill an unexpired term (whether resulting from the death, resignation or removal or created by an increase in the number of Trustees) shall hold office until the next election of Trustees.

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

c. A Trustee's term of office shall not be shortened by any reduction in the number of Trustees resulting from amendment to the Certificate of Incorporation, the Bylaws, or other Board of Trustees action, provided that the Board of Trustees may, by a majority of all Trustees then serving on the Board of Trustees, remove any Trustee at any time for cause (which shall include, without limitation, misconduct, incapacity, neglect of duty, violation of any charter provision regarding qualification of trustees, violation of the code of ethics of the Corporation and failure of such trustee to attend three consecutive meetings of the Board of Trustees without an excuse acceptable to the Board of Trustees).

6. Time of Elections. The Board of Trustees shall elect Trustees whose Terms begin on July 1st of a given year at the Annual Meeting for that year, or at a regular meeting of the Board of Trustees, or at a special meeting of the Board of Trustees called for that purpose.

**D. Removal of Trustees.** The Board of Trustees may remove a Trustee in accordance with the applicable provisions of the Education Law and the New York Not-for-Profit Corporation Law.

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

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

**G. Compensation of Trustees.** Trustees shall serve as Trustees without compensation. However, the Board of Trustees may approve reimbursement of a Trustee's reasonable and documented out-of-pocket actual expenses while conducting Corporation business.

**H. Observers.** The School's Co-Directors of Curriculum and Instruction and the Director of Operations **shall** be non-voting observers ("Observers") to the Board of Trustees, in each case for so long as they are associated with the School.

#### **ARTICLE IV: PRINCIPAL OFFICE**

The Corporation's principal office shall be at the address of the School; or at such other place as the Board of Trustees may select by resolution or amendment of the Bylaws. The Secretary shall note any change in office on the copy of the Bylaws maintained by the Secretary.

#### **ARTICLE V: MEETINGS OF THE BOARD; ACTION WITHOUT MEETINGS**

**A. Place of Meetings.** Meetings of the Board of Trustees shall be held at the Corporation's principal office or at any other reasonably convenient place as the Board of Trustees may designate.

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

**C. Regular Meetings.** Regular meetings of the Board of Trustees shall be held each year on dates determined by the Board of Trustees. Board of Trustee meetings shall be held once every other month on a schedule determined by the Board of Trustees.

**D. Special Meetings.** A special meeting of the Board of Trustees shall be held at any time called by the Chairperson, the Secretary, or the Treasurer. In addition, at any time upon the written demand of any **three** Trustees.

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

**F. Notices.** Public notice of meetings shall be given in a manner consistent with the Open Meetings Law. Notice of the date, time, and place of all regular and special meetings of the Board of Trustees shall be given to each Trustee by the Secretary or any other Trustees calling such meeting in accordance with Article V(D). Such notice shall be given to each Trustee in person, by mail or by telephone, telegram, facsimile transmission, or electronic mail sent to such Trustee's usual or last known business address, home address or e-mail address not less than five days in advance of the meeting, provided that notice of special meetings to discuss matters requiring prompt action shall be given no less than 48 hours in advance of the meeting.

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

**H. Open Meeting Laws.** All meetings of the Board of Trustees shall be conducted in accordance with the New York Open Meeting Law and any other applicable similar law, as amended from time to time, or any successor statute. Except as otherwise permitted by law:

1. No quorum of the Board of Trustees shall meet in private for the purpose of deciding on or deliberating toward a decision on any matter, and

2. No executive session shall be held until: (a) the Board of Trustees shall have first convened in an open session for which notice shall have been given in accordance with law;(b) a majority of the Trustees at such meeting shall have voted to go into executive session; (c) the vote of each trustee shall have been recorded on a roll call vote and entered into the minutes; and (d) the Chairperson (or other person presiding over the meeting) shall have cited the purpose of the executive session and shall have stated whether or not the Board of Trustees shall reconvene after the executive session. Executive sessions may be held only for purposes permitted by law.

**I. Action by the Board without a Meeting.** Any action required or permitted to be taken by the Board of Trustees or any Board Committee may be taken without a meeting if all members of the Board of Trustees or the Board Committee consent in writing to the adoption of a resolution authorizing the action. The resolution and the written consents thereto by the members of the Board of Trustees or Board Committee shall be filed with the minutes of the proceedings of the Board or Board Committee. Action by the Board of Trustees without a meeting shall occur only to the extent permitted by the New York Open Meeting Law.

## **ARTICLE VI: ACTION BY THE BOARD**

**A. Quorum.** Unless a greater proportion is required by law, half the entire Board of Trustees shall constitute a quorum for the transaction of any business or any specified item of business. Trustees other than those participating in-person, via phone or via video-conferencing shall not vote.

## **B. Action by the Board of Trustees.**

1. Actions Taken at Meetings. Except as otherwise provided by statute or by these Bylaws, the vote of a majority of the Trustees present at the time of the vote, if a quorum is present at such time, shall be the act of the Board of Trustees. If at any meeting of the Board of Trustees there shall be less than a quorum present, the Trustees present may adjourn the meeting until a quorum is obtained.

2. Participation by Other Means. In all events, a quorum of Trustees must be present to lawfully conduct a meeting of the Board of Trustees. To the extent permitted by the New York Open Meeting Law, Trustees participating by means of video-conferencing may be counted toward achieving a quorum. Trustees participating by means of videoconferencing shall do so from a site at which the public may attend, listen, and observe. Once a quorum is present, additional Trustees may participate in a meeting through conference telephone or similar communication equipment, provided that all Trustees participating in such meeting can hear one another and there is no objection from any Trustee or any person in the public audience.

## **C. Board Committees.**

1. Appointment of Board Committees. There shall be an executive committee (the "Executive Committee"), an audit and finance committee (the "Finance Committee"), and a student learning committee (the "Program Committee") of the Board of Trustees. Subject to Article VI(c)(5), the Board of Trustees may create such additional committees (such committees, together with the Executive Committee, the Finance Committee and the Program Committee, the "Board Committees") for any purpose. The Board of Trustees shall designate the members of Board Committees. The Board of Trustees shall specify at the time of creation of each Board Committee whether such Board Committee is advisory or whether such Board Committee may take binding actions for the Corporation.

2. Executive Committee. The Executive Committee shall meet in intervals between meetings of the Board of Trustees and, subject to Article VI(c)(4), shall transact such business of the Corporation as the Board of Trustees may authorize from time to time.

3. Finance Committee. The Finance Committee shall be advisory and shall provide its recommendations to the full Board of Trustees from time to time for review and acceptance by the Board of Trustees. It shall be the responsibility of the Finance Committee to (a) provide recommendations regarding the appointment of the external auditor for the Corporation; (b) meet with the external auditor prior to commencement of the audit; (c) review and discuss with the external auditor any risk assessment of the Corporation's fiscal operations developed by the auditor; (d) receive and review the draft annual audit report and accompanying draft management letter and, working directly with the external auditor, assist the Board of Trustees in interpreting such documents; (e) make a recommendation to the Board of Trustees on accepting the annual audit report; (f) review every corrective action plan developed by the Board of Trustees; (g) assist in the implementation of such plan; and (h) assist in the oversight of the internal audit function of the Corporation, including, but not limited to, providing recommendations regarding the appointment of the internal auditor for the Corporation, reviewing significant findings and recommendations of the internal auditor, monitoring the Corporation's implementation of such recommendations, and evaluating the performance of the internal audit function.

4. Program Committee. The Program Committee shall be advisory and shall provide its recommendations to the full Board of Trustees from time to time for review and acceptance by the Board of Trustees. It shall be the responsibility of the Program Committee to (i) oversee the development of the School's academic program by the School's professional staff; (ii) review proposed amendments to the academic program from time to time; (iii) develop reporting requirements for the Co-Directors of Curriculum and Instruction and other professional staff to the Program Committee; (iv) develop and calibrate the academic achievement goals for the School; (v) receive and review the reports of the School's leadership and other professional staff; and (vi) interact with the School's leadership and the School's other professional staff in the event the School fails to meet any of its academic achievement goals, and oversee the adoption and implementation of a remediation plan in the event the School fails to meet its academic achievement goals.

5. Minimum Size of Board Committees. A Board Committee shall consist of not fewer than three Trustees, who shall serve at the pleasure of the Board of Trustees.

6. Authority of Board Committees. The Board of Trustees may delegate to a Board Committee any of the authority of the Board of Trustees, except with respect to: (a) the election of Trustees; (b) filling vacancies on the Board or any Board Committee; (c) the amendment or repeal of Bylaws or the adoption of new Bylaws; (d) the creation of any Board Committee; (e) making removals from office; and (f) any other matter specified in Section 712(a) of the New York Not-For-Profit Corporation Law.

7. Procedures of Committees. The Board of Trustees may prescribe the manner in which the proceedings of any Board Committee are to be conducted. In the absence of such prescription, a Board Committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the Board Committee are governed by the provisions of these Bylaws and the New York Open Meetings Law with respect to the calling of meetings.

#### **D. Standard of Care.**

1. Performance of Duties. Each Trustee shall perform all duties of a Trustee, including duties of any Board Committee, in good faith and with the care an ordinarily prudent person in a like position would exercise under similar circumstances.

2. Reliance on Others. In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by: (a) one or more officers or employees of the Corporation whom the Trustee believes to be reliable and competent in the matters presented; (b) counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or (c) a Board Committee on which the Trustee does not serve, duly designated in accordance with a provision of the Corporation's Certificate of Incorporation or Bylaws, as to matters within its designated authority, provided the Trustee believes the Board Committee merits confidence and the Trustee acts in good faith, and with that degree of care specified in Article VI(D)(1), and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

3. Investments. In investing and dealing with all assets held by the Corporation for investment, the Board of Trustees shall exercise the standard of care described above in Article VI(D)(1), and shall consider among other relevant considerations the long and short term needs of the Corporation in carrying out its purposes, including its present and anticipated financial

requirements. The Board of Trustees may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board of Trustees.

**E. Rights of Inspection.** Each Trustee may inspect and copy all books, records and documents of every kind and inspect the physical properties of the Corporation, provided that such inspection and copying (i) is conducted at a reasonable time after reasonable notice, and (ii) shall be subject to the confidentiality obligations set forth in Article VI(G).

**F. Participation in Discussions and Voting; Conflicts of Interest.**

1. Participation in Meetings and Votes. Every Trustee may participate in the discussion and vote on all issues before the Board of Trustees or any Board Committee.

2. Recusal. A Trustee shall recuse him or herself from the discussion of, and shall not be entitled to vote on, any matter involving such Trustee relating to: (a) any transaction or other conflict of interest between such Trustee (or any affiliate or immediate family member of such Trustee or any entity or association in which such Trustee, affiliate or immediate family member serves as a director or officer or has a significant financial interest), on the one hand, and the Corporation, on the other hand; (b) indemnification of that Trustee uniquely; (c) any determination by the Board of Trustees to appoint such Trustee as an officer of the Corporation in accordance with Article VII; (d) in the case of a Trustee who is also an officer or employee of the Corporation, the compensation or benefit programs in which such person participates in his or her capacity as an officer or employee of the Corporation; or (e) any other matter with respect to which applicable law or the Corporation's code of ethics or conflicts policy would make it impermissible for such person to participate in discussion or approval of such matter.

**G. Duty to Maintain Confidences.** Each Trustee shall maintain the confidentiality of all actions of the Board of Trustees which are not required by law to be disseminated to the public, including discussions and votes which take place at any executive sessions of the Board of Trustees conducted in accordance with Article V(H), provided that this Article IV(G) shall not restrict a Trustee from making disclosures required in connection with any judicial or administrative proceedings (by oral questions, interrogatories, requests for information or documents, subpoena, Civil Investigation Demand or similar process).

**ARTICLE VII: OFFICERS**

**A. Officers.** The Board of Trustees may appoint such officers of the Corporation as the Board of Trustees deems advisable. For the avoidance of doubt, any Trustee may serve as an officer of the Corporation if so appointed by the Board of Trustees, provided that the Chairperson may not act as Treasurer (as defined below) of the Corporation. The Board of Trustees may elect from among the Trustees a Chairperson, Treasurer and a Secretary.

1. Chairperson. The Chairperson shall preside at Board of Trustees meetings and shall have the power to convene meetings of the Board of Trustees from time to time in accordance with Article V(F). The Chairperson shall have such other powers and perform such other duties as the Board of Trustees may prescribe from time to time.

2. Treasurer. In the event the Board of Trustees so determines, the Board of Trustees may designate an officer who shall be assigned responsibility for managing the Corporation's finances (such officer, in such capacity, the "Treasurer"). The Treasurer shall: (i) keep or cause

to be kept adequate and correct accounts of the Corporation's properties, receipts and disbursements; (ii) make the books of account available at all times for inspection by any Trustee; (iii) deposit or cause the deposit of the Corporation's monies and other valuables in the Corporation's name and to its credit, with the depositories the Board of Trustees designates; (iv) disburse or cause the disbursement of the Corporation's funds as the Board of Trustees directs; (v) render or cause to be rendered to the Chairperson and the Board of Trustees, as requested but no less frequently than once every fiscal year, an account of the Corporation's financial transactions and financial condition; (vi) prepare or cause the preparation of the Corporation's financial statements and any reports on financial issues required by law, any agreement or as directed by the Board of Trustees; (vii) have such other powers and perform such other duties as the Board of Trustees may prescribe; and (viii) lead the Finance Committee.

3. Secretary. The Secretary shall: (a) keep or cause to be kept, at the Corporation's principal office, or such other place as the Board of Trustees may direct, a book of minutes of all meetings of the Board of Trustees and Board Committees, noting the time and place of the meeting, whether it was regular or special (and, if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the Corporation's Certificate of Incorporation and Bylaws, and all amendments thereto; (c) have the power to convene meetings of the Board of Trustees from time to time in accordance with Article V(F); and (d) have such other powers and perform such other duties as the Board of Trustees may prescribe from time to time.

**D. Term of Office; Removal.** Each officer serves at the pleasure of the Board of Trustees, holding office until resignation, removal or disqualification from service, or until his or her successor is elected.

## **ARTICLE VIII: NON-LIABILITY OF TRUSTEES**

No Trustee shall be personally liable for the Corporation's debts, liabilities or other obligations.

## **ARTICLE IX: INDEMNIFICATION; INSURANCE**

### **A. Indemnification.**

The Corporation shall indemnify each person made, or threatened to be made, a party to any action or proceeding, other than one by or in the right of the Corporation to procure a judgment in its favor, whether civil or criminal, by reason of the fact that such person or such person's testator or intestate is or was a Trustee or officer of the Corporation, or serves or served at the request of the Corporation on any other corporation, partnership, joint venture, trust, employee benefit plan or other enterprise in any capacity, against all judgments, fines, penalties, amounts paid in settlement and reasonable expenses, including reasonable attorneys' fees, actually and necessarily incurred as a result of such action or proceeding, or any appeal therein, provided that such officer or Trustee acted in good faith for a purpose which he or she reasonably believed to be in (or, in the case of service to any other corporation, partnership, joint venture, trust, employee benefit plan or other enterprise, not opposed to) the best interests of the Corporation, and, in criminal actions or proceedings, in addition, had no reasonable cause to believe that his conduct was unlawful; and provided, further, that no such indemnification shall be required with respect to any settlement or other non-adjudicated disposition of any threatened

or pending action or proceeding unless the Corporation has given its prior consent to such settlement or other disposition.

**B. Insurance.**

1. The Corporation shall have the power to purchase and maintain insurance (i) to indemnify the Corporation for any obligation which it incurs as a result of the indemnification of directors and officers under the provisions of Article IX, (ii) to indemnify Trustees and officers in instances in which they may be indemnified by the Corporation under the provisions of Article IX, and (iii) to indemnify Trustees and officers in instances in which they may not otherwise be indemnified by the Corporation under the provisions of Article IX, provided that, in this latter case, all legal requirements are met with regard to the contract of insurance.

2. No insurance so purchased and maintained may provide for any payment, other than the cost of defense, to or on behalf of any Trustee or officer (i) if a judgment or other final adjudication adverse to the insured director or officer establishes that his or her acts of active and deliberate dishonesty were material to the cause of action so adjudicated, or that the person personally gained in fact a financial profit or other advantage to which he or she was not legally entitled, or (ii) in relation to any risk the insurance of which is prohibited under New York insurance law.

**ARTICLE X: Provisions Affecting Directors and Officers**

**A. Interested Directors and Officers.**

1. Except as otherwise required by law, including Sections 801 through 806 of the New York General Municipal Law, no contract or other transaction between the Corporation and one or more of its Trustees or officers, or between the Corporation and any other corporation, firm, association or other entity in which one or more of its Trustees or officers are directors or officers, or have a substantial financial interest, shall be either void or voidable for this reason alone, irrespective of whether such interested Trustee or Trustees or officer or officers are present at a meeting of the Board of Trustees, or of a committee thereof, which authorizes such contract or transaction and irrespective of whether his or their votes are counted for such purpose. In the absence of fraud, any such contract or transaction may, except as prohibited by law, including Sections 801 through 806 of the New York General Municipal Law, be conclusively authorized or approved as fair and reasonable by the Board of Trustees or a duly empowered committee thereof by vote sufficient for such purpose without counting the vote or votes of such interested Trustee or officer (although he or they may be counted in determining the presence of a quorum at the meeting which authorizes or approves such contract or transaction), if the material facts as to such Trustee's or officer's interest in such contract or transaction and as to any such common directorship, officership or financial interest are disclosed in good faith or known to the Board of Trustees or Board Committee, as the case may be.

2. If there was no such disclosure or knowledge, or if the vote of such interested Trustee or officer was necessary for the authorization of such contract or transaction at a meeting of the Board of Trustees or Board Committee at which it was authorized, the Corporation may void the contract or transaction unless the party or parties thereto establish affirmatively that the contract or transaction was fair and reasonable as to the Corporation at the time it was authorized by the

Board of Trustees or Board Committee and the entry into the contract or transaction was legally permissible, including under Sections 801 through 806 of the New York General Municipal Law.

**B. Loans to Directors and Officers.** No loans, other than through the purchase of bonds, debentures or similar obligations of the type customarily sold in public offerings, or through ordinary deposit of funds in a bank, shall be made by the Corporation to its Trustees or officers, or to any other corporation, firm, association or other entity in which one or more of its Trustees or officers are directors or officers or hold a substantial financial interest. A loan made in violation of this paragraph shall be a violation of the duty to the Corporation or of the Trustees or officers authorizing it or participating in it, but the obligation of the borrower with respect to the loan shall not be affected thereby.

**C. Conditions for Loans or Other Transactions.** This Article shall, in no event, be construed to authorize any act of self-dealing within the meaning of § 4941 of the Code, or any other act expressly prohibited by the Code, the New York Not-for-Profit Corporation Law, the New York General Municipal Law, or any other applicable law.

**D. Limitation of Trustee's Liability.**

1. A Trustee shall have no liability to the Corporation for breach of duty if such breach did not: (A) involve a knowing and culpable violation of law by the Trustee; (B) enable the Trustee to receive an improper personal economic gain; (C) show a lack of good faith and conscious disregard for the duty of the Trustee to the Corporation under circumstances in which the Trustee was aware that his or her conduct or omission created an unjustifiable risk of serious injury to the Corporation; or (D) constitute a sustained and unexcused pattern of inattention that amounted to an abdication of the Trustee's duty to the Corporation.

2. Any repeal or modification of this Section shall not adversely affect any right or protection of a Trustee of the Corporation existing at the time of such repeal or modification.

**ARTICLE XI: OTHER PROVISIONS**

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

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

**C. Checks and Notes.** Except as otherwise specifically provided by the Board of Trustees' resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation may be signed by the Chairperson of the Board of Trustees, the Co-Directors of Curriculum and Instruction, the Director of Operations, or Treasurer. In addition, the Board of Trustees may appoint additional employees of the

Corporation as its designees to sign checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness, within the limits of specific financial policies and procedures to be approved by the Board of Trustees.

**D. Construction and Definitions.** Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the New York Not-for-Profit Corporation Law and the New York Education Law shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word “person” includes both a corporation and a natural person. The captions and headings in these Bylaws are for reference and convenience only and are not intended to limit or define the scope or effect of any provisions.

**E. Conflicts of Interest.** Any Trustee, officer, or Board Committee member having an interest in a contract, other transaction or program presented to or discussed by the Board of Trustees or Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board of Trustees or Board Committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that may reasonably be construed to be adverse to the Corporation’s interest. The Board of Trustees or the Board Committee, as the case may be, to which such disclosure is made shall thereupon determine, by vote of a majority of its members (other than any member disclosing such matter), whether the disclosure indicates that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, Article VI(F)(2) shall apply. No such person shall use his or her personal influence on any Trustee voting on any such matter. The minutes of the meeting shall reflect proceedings, including the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board of Trustees may adopt formal policies requiring:

1. Regular annual statements from Trustees, officers and key employees to disclose existing and potential conflicts of interest; and
2. Corrective and disciplinary actions with respect to transgressions of such policies. For the purpose of this Section, a person shall be deemed to have an “interest” in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the Corporation, or is a director, trustee or officer of, or has a significant financial or influential interest in the entity contracting or dealing with the Corporation.

**F. Interpretation of Certificate of Incorporation and Law.** Whenever any provision of the Bylaws is in conflict with the provisions of the Certificate of Incorporation, the provisions of the Certificate of Incorporation shall control. Whenever any provision of the Bylaws is in conflict with provisions of applicable law, the provisions of applicable law shall govern and control, including the New York Open Meeting Law.

## **ARTICLE XII: AMENDMENT**

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

**CERTIFICATE OF THE SECRETARY**

The undersigned does hereby certify that the undersigned is the Secretary of the Corporation, an education Corporation duly organized and existing under the laws of the State of New York; that the foregoing Bylaws of said Corporation were duly and regularly adopted as such by the Board of Trustees of said Corporation; and that the above and foregoing Bylaws are now in full force and effect.

\_\_\_\_\_, Secretary Dated: \_\_\_\_\_

## Attachment 5c: Compass Charter School Code of Ethics

Compass Charter School trustees, officers and employees shall at all times be in compliance with the following code of ethics:

1. The Board of Trustees (the “Board”) shall conduct or direct the affairs of the School and exercise its powers subject to the applicable limitations of the New York Education Law, the New York General Municipal Law, the Corporation’s Certificate of Incorporation and the Corporation’s By-laws.
2. *Confidential information:* A Trustee, officer or employee shall not disclose confidential information acquired in the course of his or her official duties. A Trustee, officer or employee shall not use any confidential information acquired in the course of his or her official duties to further his or her own personal interest. In addition, he/she shall not disclose information regarding any matters discussed in an executive session of the Board, whether such information is deemed confidential or not.
3. *Representation before the Board:* A Trustee, officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board.
4. *Representation before the Board for a contingent fee:* A Trustee, officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board, whereby the compensation is to be dependent or contingent upon any action by the Corporation 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.
7. *Disclosure of interest in matters before the Board:* A Trustee, officer or employee of the Corporation, whether paid or unpaid, who participates in the discussion or gives official opinion to the Board on any matter before the Board shall publicly disclose on the official record, orally or in writing, the nature and extent of any direct or indirect financial or other private interest he or she has in such matter. A Trustee, officer or employee has an interest if he or she or, to his or her knowledge, his or hers 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, or (iii) derives material benefit from any entity or person with which Compass Charter School is considering a transaction.
8. *Investments in conflict with official duties:* A Trustee, officer or employee shall not invest or hold any investment directly in any financial, business, commercial or other private transaction that creates a conflict with his or her official duties.
9. *Private employment:* A Trustee, officer or employee shall not engage in, solicit, negotiate for or promise to accept private employment when that employment or service creates a conflict with or impairs the proper discharge of his or her official duties.
10. *Future employment:* A Trustee, officer or employee shall not, after the termination of service or employment with the Corporation, appear before the Board or any panel or committee of the Board, in relation to any case, proceeding, or application in which he or she personally participated during the period of his or her service or employment or that was under his or her active consideration. This shall not bar or prevent the timely filing by a present or former officer or employee of any claim, account, demand or suit against

the Corporation on his or her own behalf or on behalf of any member of his or her family arising out of any personal injury or property damage or for any lawful benefit authorized or permitted by law.

11. *Gifts:* Other than solicitation of donations to the Corporation or another not-for-profit entity for the benefit of the School, a Trustee, officer or employee shall not directly or indirectly solicit any gifts from any person associated with the School in any capacity including, without limitation, any student or prospective student, any employee or prospective employee or any supplier, contractor or other contractual counterparty or prospective supplier, contractor or other contractual counterparty. A Trustee, officer or employee shall not accept or receive any single gift having a value of \$75 or more, or gifts from the same source having a cumulative value of \$75 or more over a 12-month period, whether in the form of money, services, loan, travel, entertainment, hospitality, thing or promise, or any other form, if it could reasonably be inferred that the gift was intended to influence him or her in the performance of his or her official duties or was intended as a reward for any official action on his or her part. Gifts from children that are principally sentimental in nature and of insignificant financial value may be accepted in the spirit in which they are given.
12. *Trustees' Recusal:* Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except as provided under Article VI(F) of the Corporation's Bylaws with respect to matters relating to: (a) any transaction or other conflict of interest between such Trustee (or any affiliate or immediate family member of such Trustee or any entity or association in which such Trustee, affiliate or immediate family member serves as a director or officer or has a significant financial interest), on the one hand, and the Corporation, on the other hand; (b) indemnification of that Trustee uniquely; (c) any determination by the Board of Trustees to appoint such Trustee as an officer of the Corporation; (d) in the case of a Trustee who is also an officer or employee of the Corporation, the compensation or benefit programs in which such person participates in his or her capacity as an officer or employee of the Corporation; or (e) any other matter with respect to which applicable law or the Corporation's code of ethics or conflict policy would make it impermissible for such person to participate in discussion or approval of such matter.
13. *Disclosure of conflicts of interest:* Any actual or potential conflict of interest occurs when a Trustee, officer, or employee is in a position to influence a decision that may result in a personal gain for said Trustee, officer, or employee or in a gain for a relative of person with *Compass Charter School* whom said Trustee, officer, or employee has a close personal relationship as a result of a business dealing with the Corporation. In the case of an employee, any such conflict of interest must be immediately reported to the Directors of Curriculum and Instruction. If the party with the potential conflict of interest is one of the Directors of Curriculum and Instruction, he or she shall report it to the Chairperson of the Board. In the case of an officer or Trustee, the potential conflict of interest must be reported immediately to the Chairperson of the Board. If the party with the potential conflict of interest is the Chairman, he or she shall report it to the Treasurer.
14. *Political campaigns.* 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.
15. *Behavioral conduct.* 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 belonging to the Corporation or otherwise used by the School
- 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

All Trustees, officers, and employees of the Corporation will be given a copy of the code of ethics upon commencement of their association with the Corporation.

## **Attachment 8a: Hiring and Personnel Policies and Procedures**

### **Procedures for Recruitment, Hiring, and Termination:**

Compass Charter School (CCS) will seek and employ the best-qualified personnel without regard to sex, race, religion, color, creed, national origin, citizenship, sexual orientation, veteran status, age, marital status, or disability. Furthermore, it is this organization's policy to ensure equal opportunity for the advancement of staff members and equal treatment in the areas of upgrading, training, promotion, transfer, layoff, and termination.

CCS will comply with the Americans with Disabilities Act (ADA) of 1990, and welcomes applications from people with disabilities. The school does not discriminate against qualified disabled individuals solely for reasons of their disability. Consistent with this policy, Compass Charter School is committed to:

- Recruit, hire and promote on the basis of an individual's qualifications and competence for the job;
- Make the necessary, reasonable accommodations to enable a qualified person with a disability to perform the essential functions of a job;
- Protect the disabled individual's right to privacy and confidentiality to the extent possible; and
- Full compliance with all requirements of applicable law, including those relating to employee benefits.

CCS employees are generally considered "at will," with the exception of certain employees with which the Board of Trustees may choose to enter into a contract. Being designated an "at will" employee shall mean that either the employee or CCS may terminate the employment relationship with or without cause.

All candidates will be subject to fingerprinting and background checks before they can begin employment. Classroom teachers and special education teachers will also need to provide their teaching certification(s). All positions that require teaching certification are listed in the job descriptions below. CCS will offer a competitive salary and benefits package and use the DOE pay scale plus an additional 10% to compensate for additional workdays in our school calendar.

Classroom teachers are expected to be certified in early childhood, childhood, special education, and/or teaching certification within a content specialty. We aim to recruit certified teachers and will maintain a teaching staff with no more than 30% or five uncertified teachers; whichever is less, at a given time.

CCS will work to recruit a diverse staff with a variety of experiences, interests, and backgrounds. In order to recruit and retain a high-quality and diverse staff, CCS will conduct national searches for teachers, instructional coaches, and operational staff.

The hiring process will begin in January of each year when the Executive Leadership Team meets to determine staffing needs for the upcoming school year and to project financial resources available to support new staffing needs. We will then create and/or update job descriptions to

post to the school’s website and online job posting sites. We will also use our own networks along with the networks of our staff and board to publicize job openings. In addition, we will advertise in reputable local and national publications and set up tables at hiring fairs in the New York area.

Once staffing needs are determined for the upcoming school year, the Directors will invite current staff members to participate in the hiring process. There will be three rounds of hiring (February, March, and April). Additional rounds will be added in May and June in the event that all positions have not been filled.

The Directors of Curriculum and Instruction and the Director of Operations are the leaders of the Hiring Committee and will make final hiring decisions. Other staff members, teachers, coordinators, and operational staff will work in conjunction with the Directors of the school during the hiring process. They will assist with the screening process, be present in interviews, lead school tours, open their classrooms to visitors, and view demonstration videos. They will also provide feedback regarding candidates and make recommendations for hiring.

Our in-depth hiring process for teachers and instructional coaches will follow the format below. The hiring process for leadership positions and office staff will follow the same basic format with job-specific changes to reflect a knowledge and expertise in their area of work.

**Compass Charter School Hiring Process:**



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**Online Application:** All candidates will apply online on our website. The application page of our website will contain explicit instructions for applying to Compass Charter School. Candidates will need to complete our online application, upload their resume, provide proof of certification or qualification pursuant to the No Child Left Behind Act such as college transcripts, a statement of their educational philosophy, and a list of at least three references, including contact information and consent to contact references.

**Screening:** The Directors of Curriculum and Instruction will screen all incoming applications to determine whether applicants meet the minimum requirements for open positions. Resumes will be screened using a screening checklist. Applications that meet the requirements will move on to the next round.

**Initial Phone Interview:** Candidates who meet the requirements for open positions will be contacted via email or phone to set up a 30-minute phone interview. During the phone interview, staff members from Compass Charter School will ask questions such as:

- In your own words, how do you think your philosophy aligns with the mission of Compass Charter School?
- What position are you interested in and what makes you qualified for this position?
- What are your reasons for choosing this position?
- What strengths/unique skills do you think you can bring to the team?
- Why do you want to work at Compass Charter School?
- Why do you want to work in Brooklyn CSD 17?

Responses to the interview questions will be recorded on an interview document and will be scored using a phone interview rubric. Candidates who meet our minimum requirements will move on to the next round. Candidates who do not meet our requirements will be sent a letter to thank them for applying and let them know that we will not offer them a position at this time.

**Interview Day:** Candidates who appear to be a match with the school's mission and vision will be invited to attend one of our Interview Days. This will be a daylong event that will take place on a school day. At the Interview Day, candidates will be provided with an overview of the school, a school tour, and time to observe in classrooms. They will also participate in a team building/problem solving activity, discuss professional literature, and have a one-on-one interview with members of our staff. Spending the day with potential candidates will give the directors a chance to determine whether they are able to collaborate, have a strong knowledge of pedagogy, and can answer more specific questions about their teaching style. Teachers who attend one of the hiring days will be asked to leave a video of their teaching to see how they interact with children and how they execute lessons in their own classrooms. Candidates will be scored throughout the day using a rubric and checklist. Candidates who meet the requirements and are a good match for the CCS mission and vision will move on to the next phase of hiring. Candidates who do not meet the requirements will be sent a letter to thank them for attending the interview day and let them know that we will not offer them a position at this time. The Executive Leadership Team reserves the right to hire employees who are not able to attend one of the Interview Days due to personal reasons, geographic location, or current job stipulations.

**Follow Up Interview or Demo Lesson (as needed basis):** After screening teaching demonstration videos, the Directors will contact candidates with any final questions if needed. Candidates who are not currently working in a classroom will be offered a chance to teach a demonstration lesson at Compass Charter School in lieu of a demonstration video.

**Making an Offer:** Candidates who complete the process and meet the requirements will be offered a position by one of the Directors via telephone. An offer letter will be sent after the phone conversation and the candidate will have one week to sign and return the offer letter to accept the position. The offer letter will include the title of the position being offered, salary and benefits offered, statement of at-will employment, and instructions for accepting or rejecting the offer.

## Key Staff Responsibilities and Qualifications

<b>Directors of Curriculum and Instruction</b>	
<p><b>Responsibilities:</b></p> <ul style="list-style-type: none"> <li>▪ Collaborate with Director of Operations as part of Executive Leadership Team</li> <li>▪ Oversee the hiring and termination process for all instructional staff</li> <li>▪ Ensure the academic achievement requirements of the charter are fulfilled</li> <li>▪ Lead teaching staff in the use of data to inform instruction</li> <li>▪ Facilitate family and community involvement (including other schools and organizations)</li> <li>▪ Aid in the creation of professional goal setting for instructional staff and coach towards attainment of goals</li> <li>▪ Holistically evaluate instructional staff using a range of measures detailed in charter</li> <li>▪ Respond to student discipline infractions at level 3 or higher</li> <li>▪ Lead long term strategic planning and goal setting</li> <li>▪ Make formal reports to Board of Trustees, State Education Department</li> <li>▪ Evaluate school programs and recommend changes to instructional program and allocation of resources</li> <li>▪ Lead and facilitate meetings with Instructional Team of coaches</li> <li>▪ Ensure confidentiality with staff records and conversations</li> <li>▪ Manage the RtI process</li> <li>▪ Teach intervention groups for RtI as needed</li> </ul>	<p><b>Qualifications:</b></p> <ul style="list-style-type: none"> <li>▪ Master's Degree, preferably in administration or specialized curricular field (literacy, math, special education)</li> <li>▪ Teaching experience within core subject for a minimum of 5 years</li> <li>▪ Previous success in raising academic achievement in an urban setting</li> <li>▪ Philosophical alignment to Compass Mission and Vision</li> <li>▪ Strong written and oral communication skills</li> <li>▪ Experience in clinical supervision</li> <li>▪ Experience implementing professional development</li> <li>▪ Experience with Understanding by Design framework and/or collaboratively creating and implementing units of study</li> <li>▪ Co-teaching experience preferred or coaching/leadership experience in a school with a co-teaching model</li> <li>▪ Solution oriented</li> <li>▪ Superior listening and reflecting skills</li> <li>▪ Experience with the hiring process</li> <li>▪ Knowledge of RtI process</li> </ul>
<b>Director of Operations</b>	
<p><b>Responsibilities:</b></p> <ul style="list-style-type: none"> <li>▪ Oversee day to day operational activities in the school</li> <li>▪ Manage emergency and school safety policies and procedures</li> <li>▪ Collaborate with Directors of Curriculum and Instruction as part of the Executive Leadership Team</li> <li>▪ Manage the operations sector of the school including, business manager, office manager, and school aides</li> <li>▪ Coordinate food services, health services, and transportation services</li> <li>▪ Oversee student information system, enrollment, and lottery</li> <li>▪ Coordinate Human Resources, including hiring, certification, benefits, and salaries</li> <li>▪ Coordinate and oversee building</li> </ul>	<p><b>Qualifications:</b></p> <ul style="list-style-type: none"> <li>▪ Bachelor's Degree, preferably teaching or educational program</li> <li>▪ At least five years of relevant work experience, ideally in a charter school</li> <li>▪ Strong interpersonal skills</li> <li>▪ Strong background in collaborating with a range of stakeholders</li> <li>▪ Strong communication, writing, and presentation skills</li> <li>▪ Ability to keep track of multiple tasks at once</li> <li>▪ Strong organizational skills</li> <li>▪ Philosophical alignment to the Compass Mission and Vision</li> <li>▪ Solution oriented</li> <li>▪ Superior listening and reflecting skills</li> </ul>

<p>management</p> <ul style="list-style-type: none"> <li>▪ Collaborate with schools leaders in co-located building to create a schedule for shared space</li> <li>▪ Collaborate with Directors of Curriculum and Instruction to coordinate logistics for school wide events</li> <li>▪ Manage school volunteers</li> <li>▪ Supervise recess and lunch</li> <li>▪ Track and monitor technological needs</li> <li>▪ Regularly meet with CSBM</li> <li>▪ Teach intervention groups for RtI process as needed</li> </ul>	
<b>Office Manager</b>	
<p><b>Qualifications</b></p> <p>Responsibilities:</p> <ul style="list-style-type: none"> <li>▪ Welcome all visitors to school and direct them to their destination</li> <li>▪ Answer main phone, direct calls and take messages as needed</li> <li>▪ Sort and route mail</li> <li>▪ Maintain inventory of office supplies and place orders as needed</li> <li>▪ Assist with ordering and receiving materials</li> <li>▪ Assist in scheduling meetings and conference calls</li> <li>▪ Maintain the inventory in workroom (paper, supplies)</li> <li>▪ Input information in Student Information System</li> <li>▪ Type and distribute school correspondence</li> <li>▪ Type, distribute and facilitate translations for correspondence</li> <li>▪ Maintain records in accordance with legal requirements and audit guidelines</li> <li>▪ Update and manage the school calendar (on website and in school)</li> <li>▪ Administer minor first aid as needed</li> <li>▪ Ensure office space confidentiality with files and information pertaining to students, parents, and staff</li> <li>▪ Transfer records to other schools as needed</li> <li>▪ Assist in enrollment procedures, including applications, enrollment forms, and home language questionnaire</li> </ul>	<p>Qualifications:</p> <ul style="list-style-type: none"> <li>▪ AA preferred</li> <li>▪ Experience working with children preferred</li> <li>▪ First aid certification preferred</li> <li>▪ Experience in office procedures such as answering phones, filing, photocopying, and welcoming visitors</li> <li>▪ Demonstrates initiative</li> <li>▪ Willingness to learn</li> <li>▪ Proficient in Microsoft Office Suite</li> <li>▪ Strong written and verbal communication</li> <li>▪ Strong organizational skills</li> <li>▪ Strong interpersonal skills</li> <li>▪ Ability to multitask</li> <li>▪ Commitment to working with families</li> <li>▪ Philosophical alignment to Compass Mission and Vision</li> </ul>
<b>School Culture Coordinator</b>	
<p>Responsibilities:</p> <ul style="list-style-type: none"> <li>▪ Lead the school in incorporating the Compass Habits for Living and Learning into curricular practices</li> <li>▪ Schedule and facilitate weekly All School Gatherings</li> <li>▪ Design and implement mentorship programs for upper elementary school and lower elementary school students</li> </ul>	<p>Qualifications</p> <ul style="list-style-type: none"> <li>▪ Bachelor's Degree</li> <li>▪ 5 years of experience as a teacher or in a leadership role in a setting with elementary-aged children</li> <li>▪ Strong knowledge of child development</li> <li>▪ Strong written and verbal communication</li> <li>▪ Strong interpersonal skills</li> <li>▪ Commitment to working with families</li> </ul>

<ul style="list-style-type: none"> <li>▪ Lead Class Buddy program</li> <li>▪ Lead and facilitate the planning of parent workshops and support groups</li> <li>▪ Lead the staff in community building activities at weekly professional development</li> <li>▪ Seek and facilitate community partnerships</li> <li>▪ Work closely with Learning Support Coordinator to provide social-emotional interventions as well determine whether or not a child needs to be referred for mandated social-emotional support</li> <li>▪ Assist in responding to student discipline infractions at level 3 or higher</li> <li>▪ Facilitate planning of afterschool program</li> <li>▪ Support teachers in behavioral guidance meetings with parents</li> <li>▪ Actively participate in RtI meetings</li> <li>▪ Assist with operations as needed (supervise lunch and recess)</li> <li>▪ Provide small group instruction and intervention as needed</li> </ul>	<ul style="list-style-type: none"> <li>▪ Knowledge of resources available in the community</li> <li>▪ Lives or has previously lived in the community, preferred</li> <li>▪ Philosophical alignment to Compass Mission and Vision</li> <li>▪ Experience leading professional development, preferred</li> <li>▪ Reflective practitioner who has a desire to keep improving craft</li> <li>▪ Has own passions and interests</li> </ul>
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**Sustainability Coordinator**

<p>Responsibilities:</p> <ul style="list-style-type: none"> <li>▪ Seek and coordinate partnerships with organizations that contribute to our commitment to education for sustainability</li> <li>▪ Keep self and organization current with the ever-evolving field of sustainable practices in education</li> <li>▪ Plan and implement professional development for teachers, focusing on sustainable education practices</li> <li>▪ Assist teachers in incorporating sustainable topics and practices into their daily lesson plans</li> <li>▪ Collaboratively plan and implement sustainability-focused interdisciplinary units</li> <li>▪ Teach science-based sustainability classes to all students</li> <li>▪ Use NYS Science Standards to inform planning</li> <li>▪ Report progress to families through narrative progress reports</li> <li>▪ Supervise and support sustainable initiatives within the school</li> <li>▪ Assist with operations as needed (supervise lunch and recess)</li> <li>▪ Provide small group instruction and intervention as needed</li> </ul>	<p>Qualifications:</p> <ul style="list-style-type: none"> <li>▪ Master’s Degree in Science Education or related field</li> <li>▪ NYS Certification in Science</li> <li>▪ Coursework or degree in Environmental or Sustainability Education, preferred</li> <li>▪ 3-5 years of teaching experience in an applicable setting (sustainability-themed school, nature center, non-profit, university)</li> <li>▪ Experience leading professional development, preferred</li> <li>▪ Educational philosophy aligns with the mission and vision of Compass</li> <li>▪ Strong interpersonal skills</li> <li>▪ Strong written and oral communication skills</li> <li>▪ Reflective practitioner who has a desire to keep improving craft</li> <li>▪ Has own passions and interests</li> </ul>
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**Learning Support Coordinator**

<p>Responsibilities:</p> <ul style="list-style-type: none"> <li>▪ Communicate with the CSE in a timely and effective manner</li> <li>▪ Safely store and distribute IEPs</li> </ul>	<p>Qualifications:</p> <ul style="list-style-type: none"> <li>▪ Special Education certification</li> <li>▪ 5 years of teaching in a Special Education environment</li> </ul>
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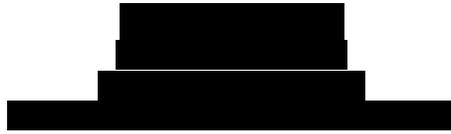
<ul style="list-style-type: none"> <li>▪ Coordinate external service providers and their schedules (speech, OT, PT, social work)</li> <li>▪ Ensuring that all IEP goals are being worked toward</li> <li>▪ Communicate with families and ensure that the school has a copy of IEPs for incoming students</li> <li>▪ Conduct interviews for English Language Learners</li> <li>▪ Coordinate CST meetings and conduct observations on at risk students</li> <li>▪ Provide coaching to teaching teams regarding specific accommodations and modifications for individual students</li> <li>▪ Lead professional development on subjects pertaining to special education</li> <li>▪ Ensure that all services are provided in accordance with each student's IEP</li> <li>▪ Inform staff of all FERPA requirements</li> <li>▪ Provide small group instruction and intervention as needed</li> </ul>	<ul style="list-style-type: none"> <li>▪ Experience with IEP referral process</li> <li>▪ Knowledge of CSE process and ELL services</li> <li>▪ Experience with clinical supervision process</li> <li>▪ Experience leading professional development sessions</li> <li>▪ Knowledge of FERPA regulations</li> <li>▪ Experience with coaching teachers</li> <li>▪ Educational philosophy aligns with the mission and vision of Compass</li> <li>▪ Co-teaching experience (teaching and/or coaching) preferred</li> <li>▪ Vast knowledge of strategies to meet a range of special education needs</li> <li>▪ Knowledge of RtI process</li> <li>▪ Strong interpersonal skills</li> <li>▪ Strong written and oral communication skills</li> <li>▪ Reflective practitioner who has a desire to keep improving craft</li> <li>▪ Has own passions and interests</li> </ul>
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**Classroom Co-Teacher**

<p>Responsibilities:</p> <ul style="list-style-type: none"> <li>▪ Collaborate with coteacher, coaches, and DCIs to provide high-quality, relevant instruction to all children</li> <li>▪ Actively participate in a professional learning community including professional literature circles, peer coaching, reflection meetings, planning meetings, data meetings, and staff meetings</li> <li>▪ Use a variety of assessments to measure student learning and drive instruction</li> <li>▪ Use student performance data to tailor and differentiate curriculum to individual students and to determine small groupings and modifications</li> <li>▪ Collaboratively plan interdisciplinary units of study with grade level teams and specialists</li> <li>▪ Commit to working with one class of students for two consecutive years and with one coteacher for two consecutive years</li> <li>▪ Actively participate in school decisions and conversations about the school</li> <li>▪ Regularly communicate with families, students, and community partners through phone, email, or face to face conversation</li> <li>▪ Integrate the Compass Habits for Living and Learning into their classroom culture and lessons</li> <li>▪ Integrate the real world and surrounding community into units of study and lessons</li> </ul>	<p>Qualifications:</p> <ul style="list-style-type: none"> <li>▪ Bachelor's Degree, Master's Degree preferred</li> <li>▪ Strong alignment with Compass school mission and vision</li> <li>▪ New York State Teacher Certification (Early Childhood, Childhood, or Special Education)</li> <li>▪ Reflective practitioner who has a desire to keep improving craft</li> <li>▪ Has own passions and interests</li> <li>▪ Excellent communicator with multiple stakeholders</li> <li>▪ Commitment to integrating sustainability and the arts into the curriculum</li> <li>▪ Knowledge of the school neighborhood</li> <li>▪ Preferred experience with co-teaching</li> <li>▪ Preferred experience working with children with special needs in a CTT classroom</li> <li>▪ Commitment and knowledge of experiential and inquiry-based teaching and learning</li> <li>▪ Commitment to diverse learning environments</li> <li>▪ Strong interpersonal skills</li> <li>▪ Strong written and oral communication skills</li> </ul>
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<ul style="list-style-type: none"> <li>▪ Maintain positive relationships with students they teach</li> <li>▪ Create a positive and safe classroom culture and community</li> <li>▪ Teach intervention groups as needed for RtI program</li> </ul>	
<b>Special Education Co-Teacher</b>	
<p>Responsibilities: In addition to those of Classroom Co-Teacher</p> <ul style="list-style-type: none"> <li>▪ Actively participate in all meetings pertaining to intervention, referral, and special education needs of students</li> <li>▪ Collaboratively plan instruction with Classroom Co-Teacher to meet the needs of the diverse learners in the class</li> <li>▪ Support the academic achievement and social emotional growth of students with special needs, English Language Learners, and at-risk students</li> <li>▪ Use data from a variety of sources to determine when a student is in need of intervention or enrichment</li> </ul>	<p>Qualifications: In addition to those of Classroom Co-Teacher</p> <ul style="list-style-type: none"> <li>▪ New York State Certification in Special Education</li> <li>▪ Previous success in raising academic achievement of students with special needs</li> <li>▪ Ability to collaborate with Special Education Coach and related service providers to ensure that all mandated services are being provided in accordance to IEPs</li> </ul>
<b>Social Worker</b>	
<p>Responsibilities:</p> <ul style="list-style-type: none"> <li>▪ Provide counseling services as mandated on student IEPs</li> <li>▪ Provide counseling services to at-risk students with parent consent</li> <li>▪ Collaborate with teachers, coaches, and Directors to plan and create a safe and nurturing school culture and community</li> <li>▪ Provide professional development for teachers and school staff regarding social-emotional development</li> <li>▪ Maintain confidentiality with student information and records</li> <li>▪ Provide mental health, social service, and wellness resources to families</li> <li>▪ Actively participate in CST referral meetings, RtI meetings, and CSE meetings</li> <li>▪ Provide social-emotional intervention as needed for RtI program</li> <li>▪ Communicate openly with families</li> </ul>	<p>Qualifications:</p> <ul style="list-style-type: none"> <li>▪ New York State Certification in Social Work or Counseling</li> <li>▪ Bachelor’s Degree</li> <li>▪ Strong philosophical alignment to Compass Mission and Vision</li> <li>▪ Previous experience working with children in an urban setting</li> <li>▪ Commitment to diverse learning environments</li> <li>▪ Strong interpersonal skills</li> <li>▪ Strong written and oral communication skills</li> <li>▪ Knowledge of the school neighborhood</li> <li>▪ Excellent communicator with multiple stakeholders</li> <li>▪ Ability to work collaboratively with teachers, Directors, and coaches</li> <li>▪ Willingness to find resources in the community for families</li> </ul>

# Michelle M. Healy



## EDUCATION

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### **BANK STREET COLLEGE OF EDUCATION, New York, NY**

*Master of Science, Leadership in Mathematics Education*

*Expected Matriculation Date: May 2013*

### **NEW YORK UNIVERSITY, New York, NY**

*Bachelor of Science in Childhood and Special Education, May 2006*

## CERTIFICATIONS

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**New York State Teaching License**, Elementary 1-6

**New York State Teaching License**, Special Education grades 1-6

## PROFESSIONAL EXPERIENCE

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### **THE ODYSSEY INITIATIVE**, Brooklyn, NY Sept. 2012-Present

*Co-Founder*

- Participated in the conceptualization, design, planning, and implementation of The Odyssey Initiative, a project created by three educators to travel to schools across the country in an effort to document and share examples of best practices in successful K-12 schools.
- Schedule visits and collaborate with hosting school staff
- Observe and interview classroom teachers and school leaders to capture the school community and its examples of best practices
- Publish weekly blogs detailing examples of best practices on interactive website

### **COMMUNITY ROOTS CHARTER SCHOOL**, Brooklyn, NY, 2009-2012

*Third grade (2009-2010) and Co-Founding Fifth Grade Teacher (2010-2012)*

- Implemented curriculum to 25 students from diverse cultural and socio-economic backgrounds in an inclusive, co-teaching model.
- Collaboratively planned with other colleagues to develop 3<sup>rd</sup> and 5<sup>th</sup> grade curriculum to meet the academic and social needs of all students.
- **Math:** Developed number sense, problem solving and reasoning skills with TERC investigations Mathematics program. Design Math interventions and implement them daily.
- **Social Studies:** Designed and implemented hands-on units about the African-American Civil Rights Movement, Westward Expansion, and United States Immigration. Integrated social studies curriculum into reader's and writer's workshop periods.
- **Writing:** Designed genre-based units that incorporated social studies curriculum. Promoted process-centered writing using Writer's Workshop. Students published their work monthly.
- **Reading:** Taught a balanced literacy program using Reader's Workshop. Led guided reading groups and literature circles to refine reading strategies daily. Assessed student progress using the Developmental Reading Assessment and weekly conferences.
- Assessed student performance through anecdotal records, conferring, and assessments. Adjusted teaching strategies and curriculum in response to the data.

### **FUTURE LEADERS INSTITUTE**, New York, NY, 2007-2009

*Third Grade Grade (2008-2009) and Fourth Grade Teacher (2007-2008)*

- Designed and implemented complete curriculum to 25 students from diverse cultural and socio-economic backgrounds in an inclusion setting.
- **Reading:** Taught a balanced literacy program using Reader's Workshop. Assessed student progress using the Developmental Reading Assessment and daily conferences, as well as mid-unit/end of unit written assessments.
- **Writing:** Promoted child-centered writing using Writer's Workshop. Students published their work monthly.

- **Math:** Developed problem solving and reasoning skills with Math in the City Contexts for Learning and TERC investigations Mathematics program.

**YMCA CAMP TOCKWOGH**, Worton, MD, 2005-2007

*Seasonal Manager of Staff and Participants (Summers 2005-2006) and Conference Group Coordinator (2006-2007)*

- Oversaw 23 staff members and 88 12-13 year old female campers at overnight summer camp.
- Designed daily schedules, special activities, off-site trips, and cross-camp events for staff and campers.
- Communicated with parents of participants through phone calls during their stay.

**RELATED EDUCATIONAL EXPERIENCE**

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**P.S. 226**, New York, NY, 2006

*Student Teacher, Pre-School*

- Implemented a curriculum for 8 autistic four year olds in a self-contained setting

**P.S. 40**, New York, NY, 2005

*Student Teacher, Second Grade*

- Taught comprehensive curriculum to a group of 20 seven and eight year olds

**P.S. 94@188**, New York, NY, 2005

*Student Teacher, 1-3 Grade*

- Taught a mixed curriculum to a group of 13 six to eight year-olds in a self-contained EBD setting

**P.S. 142**, New York, NY, 2002-2006

*Tutor, New York University America Reads and Counts*

- Math and literacy tutor for a fourth grade classroom

## Brooke Peters

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### Education:

Teachers College, Columbia University, New York, NY  
Master of Arts, Literacy Specialist (2008)

Indiana University, Bloomington, IN  
Bachelor of Science, Elementary Education (2002)  
Concentration: Language Arts and Humanities

Indiana University, Bloomington, IN  
Bachelor of Arts, Psychology (2000)  
Minor: Spanish

### Certification:

National Board Certification, Literacy (Ages 3 – 12)  
New York State Professional Certificate, Literacy (Birth – Grade 6)  
New York State Professional Certificate, Early Childhood (Birth – Grade 2)  
New York State Initial Certificate, Childhood Education (Grades 1-6)

### Experience:

The Odyssey Initiative, Brooklyn, New York  
*Co-Founder*, August 2012 – Present

- Co-lead a non-profit organization that aims to connect educators across the country and change the current perspective of education by identifying, documenting, and sharing effective practices from successful schools.
- Schedule school visits and collaborate with school leaders to plan an effective learning experience for all stakeholders.
- Observe and interview teachers and school leaders to identify and document effective practices in their school.
- Write and publish weekly blogs highlighting effective classroom and school practices.

Community Roots Charter School, Brooklyn, New York  
*First Grade Teacher*, August 2011 – August 2012

- Collaborated with coteacher to meet the academic and social needs of all students. Use coteaching models such as parallel, station, and alternative group teaching.
- Engaged students in social science processes including observation, interviews, and field visits throughout our yearlong community study.
- Revised existing literacy and math curriculum to meet newly adopted Common Core State Standards.
- Assessed student growth using a variety of measures including student-teacher conferences, checklists, rubrics, and published assessments such as the Developmental Reading Assessment (DRA) and Fox In A Box (ECLAS).

Bronx Charter School for the Arts, Bronx, New York  
*Kindergarten and First Grade Teacher*, August 2006 – July 2011

- Created, Differentiated, and Instructed a year long Balanced Literacy Curriculum.
- Used benchmark assessments to guide instruction: Fountas and Pinnell Benchmark Assessment, Developmental Reading Assessment (DRA), DIBELS, Words Their Way Developmental Spelling Inventory.
- Implemented Constructivist Mathematics Curriculum using TERC Investigations and Contexts for Learning.
- Collaborated with Special Education Teacher, Teaching Assistant, and Arts Specialists.
- Created Arts Integrated Units of Study in Science and Humanities.
- Implemented Responsive Classroom philosophy and classroom management techniques.
- Communicated and Collaborated with families of students through a class blog, weekly newsletters, and class events.
- Lead teacher Inquiry Groups as an opportunity for teachers to research and explore topics of interest.
- Member of Literacy Committee and Curriculum Mapping Committee and developed a vertically aligned K-6 School Wide Literacy Curriculum based on state standards and Common Core Standards.
- Lead Interviews and participated in the hiring process as a member of the Hiring Committee.

Arco Iris Primary Center, Los Angeles Unified School District, Los Angeles, CA

*Kindergarten Teacher, 2004 – 2006*

- Created and implemented a full-day kindergarten curriculum with an emphasis on English language and literacy development.
- Mentor Teacher for two beginning teachers. Observed and offered feedback on lessons. Collaboratively planned unit and lesson plans.
- Served as Bilingual Coordinator and ensured that all English Language Learners were assessed in their primary language and English. Managed distribution of ELD materials and portfolios.
- Arts Program Coordinator responsibilities included completing the Arts Program budget, ordering and distributing arts materials, scheduling arts classes for all teachers, and working collaboratively with arts and classroom teachers to ensure that all Arts Goals were met for the school year.

Teach for America/75<sup>th</sup> Street School, Los Angeles Unified School District, Los Angeles, CA

*Kindergarten and Literacy Intervention Teacher, 2002 – 2004*

- Served as Kindergarten Grade Level Chairperson. Worked closely with administration to create strategic school improvement plan, disaggregated data from district assessments, and planned grade-level events.
- Supervised a full time student teacher. Observed and gave constructive feedback on lessons in the classroom.
- Shared resources and lessons plans with a first-year teacher as part of the Teach for America Mentor Program.
- Supplemented district-mandated curriculum with teacher-created units and lessons to ensure that students made significant gains in English language development, literacy, and math.

Orchard Park Elementary School, Carmel Clay Schools, Carmel, IN

*Student Teacher, Grade 1, 2002*

- Collaborated with supervising teacher to develop rigorous lesson plans in literacy, math, science, and social studies.
- Taught full-time for 16 weeks in supervising teacher's classroom and developed ability to deliver content lessons and manage large and small groups of children.
- Participated and shared ideas in grade-level and faculty meetings.

Richmond Community School Corporation, Richmond, IN

*Substitute Teacher, (Preschool – 12<sup>th</sup> grade), 1998 - 2002*

- Taught classroom teacher's lesson plans and implemented classroom management skills.

Campus View Child Care Center, Bloomington, IN

*Teacher, (Birth – 5), 1998 - 2001*

- Created and implemented developmentally appropriate learning activities.

Richmond Parks and Recreation, Richmond, IN

*Day Camp Counselor, (Ages 3 – 7), 2000*

- Collaborated with other counselors to develop a free and non-competitive outdoor program.
- Managed a large group of 6 and 7-year old children and a small group of pre-school children.

Wediko Children's Services, Boston, MA

*Teacher and Direct Care Staff, (Ages 6 – 18), 1999*

- Instructed students with learning disabilities and emotional disturbances.
- Created an integrated curriculum of literacy, math, science, and social studies.
- Collaborated with other teachers and taught in a team teaching environment.
- Participated in therapeutic outdoor activities for the children in care.

#### **Related Professional Experiences:**

- Literacy Educators Study Tour: Reggio Emilia, Italy
- Teachers College Reading and Writing Project: Advanced Institutes in Reading and Writing
- All Write Literacy Consultants Professional Development with Isoke Nia
- Math In The City Summer Institute and Follow up Professional Development Days
- Wilson Foundations Training
- UCLA Algebra Project Training
- TERC Investigations Professional Development
- Arts Integration Professional Development at The Lucy School
- Visual Thinking Strategies (VTS) Professional Development
- Bank Street College of Education: Reggio Emilia Approach Training
- Open Court Reading Program Training
- Lead Educational Parent Workshops for The Family Center, a nonprofit organization in New York

# TODD SUTLER

## PROFESSIONAL EXPERIENCE

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**THE ODYSSEY INITIATIVE**, Brooklyn, NY, 2012 - Present

*Co-Founder and Executive Director*

*The Odyssey Initiative is a team of three teachers touring the country to observe, document and share what is already working in some of America's best schools and classrooms. We will then take what we find and put it to work in new public schools in underserved communities.*

- Secured \$270,000 in funding from foundation grants and individual gifts.
- Conceptualized and managed \$82,342 Kickstarter campaign with 462 pledges from around the world.
- Successfully pitched story ideas and interviews to global media outlets with placement on Bloomberg EDU and in GOOD Magazine, Yorokubu, PSFK and Daily Brink.
- Secured strategic partnership with The Center for Teaching Quality and Educators' Travel Network.
- Oversee budget and financial resources.
- Manage volunteer communications and development teams responsible for press outreach and fundraising projects.
- Lead interviews of teachers and principals at host schools.
- Liaison with website management team ([www.odysseyinitiative.org](http://www.odysseyinitiative.org))

**COMMUNITY ROOTS CHARTER SCHOOL**, Brooklyn, NY, 2008 – 2012

*Founding Fifth Grade Teacher, 2010 - 2012*

*Founding Third Grade Teacher, 2008 - 2010*

- Developed and implemented third and fifth grade curriculum to meet the various academic and social needs of 25 students from diverse cultural and socio-economic backgrounds in an inclusive, co-teaching classroom.
  - **Reading:** Taught a balanced literacy program using Reader's Workshop. Led guided reading groups and literature circles to refine reading strategies daily.
  - **Math:** Developed number sense, problem solving and reasoning skills with TERC Investigations mathematics program.
  - **Writing:** Promoted process-centered writing using Writer's Workshop. Designed genre-based units that heavily incorporated social studies curriculum.
  - **Social Studies:** Designed and implemented hands-on units about the African-American Civil Rights Movement, Westward Expansion, United States Immigration, Lenape Tribe, and New Amsterdam.
- Engaged students in the learning process through the use of whole group, small group, station, parallel and one-on-one instruction.

**BANK STREET SCHOOL FOR CHILDREN**, New York, NY, 2007-2008

*Assistant Teacher, Third Grade*

- Led Cesar Chavez, Martin Luther King, Henry Hudson, Air and Handwriting units.

**MANHATTAN COUNTRY SCHOOL**, New York, NY, Spring 2007

*Assistant Teacher, First Grade*

- Developed and led poetry and creative writing curriculum. Led geometry unit.

**THE BOYS' CLUB OF NEW YORK**, New York, NY, 2005-2006

*Director, The After School Academy*

- Managed academic and social enrichment after-school program for 60 teenage boys (\$130,000 budget). Supervised staff of 11 teachers (subjects included SAT prep, NY State Regents exam prep, creative writing and finance).
- Developed and implemented social and racial awareness curricula for members.
- Advocated to teachers, principals, superintendents and college admission officers on behalf of program members.

**MERRILL LYNCH**, Global Debt Markets, 1998-2004

*Vice-President, U.S., European and Canadian Bond Trader*, Tokyo, Japan, 2003-2004

- Analyzed and captured profitable trading opportunities across the Canadian, U.S. and European bond curves.
- Increased Pan-Asian client base through competitive pricing and aggressive marketing of trading opportunities.

*Associate, Senior Canadian Two-Year Note Trader*, Toronto, Canada, 2001-2003

*Junior Two-Year Note, Ten-Year Note & Thirty-Year Bond Trader*, New York, NY, 1998-2001

## **EDUCATION**

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**BANK STREET COLLEGE OF EDUCATION**, New York, NY  
*Master of Science, Elementary Education, June 2010*

**AMHERST COLLEGE**, Amherst, MA  
*Bachelor of Arts, Economics, May 1998*

- Studied at Instituto Internacional in Madrid, Spain, Fall 1996

**NORTHFIELD MOUNT HERMON**, Northfield, MA  
*High School Diploma, May 1994*

## **ADDITIONAL EDUCATION EXPERIENCE**

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### *Professional Development:*

- *Teachers College, Columbia University, Reading and Writing Project*, Readers Workshop, 2011 & Writers' Workshop, 2008, New York, NY.
- *GoldMansour & Rutherford LLC*, Three-part Collaborative Team Teaching Workshop, New York, NY, 2010
- *Staff Development Workshops, Inc.* Developed pre-assessments, interim assessments and interventions for third grade TERC Investigations curriculum, New York, NY, 2009.
- *Border Crossers*, Talking About Race With K-5: An Anti-Racist Workshop for Classroom Teachers, New York, NY, 2011
- *Founder, Consortium of Progressive Educators*, New York, NY, 2010
- *Fundraiser, The Schools for Educational Evolution and Development (SEED)*, San Francisco, CA, 2005

### *Tutor, Mentor or Teacher's Assistant:*

- Harlem Children's Zone, I Have A Dream, Sponsors for Educational Opportunity, A Better Chance, Amherst College Little Red Schoolhouse, Math and Economics Departments of Amherst College & Northfield Mount Hermon

## **INTERNSHIPS**

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- *The White House*, Washington, D.C., 1994
- *Washington Lawyer's Committee for Civil Rights*, Washington D.C., 1995
- *Citigroup*, New York, NY, 1997
- *John Hancock*, Boston, MA, 1996

## **ADDITIONAL INFORMATION**

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- Conversational proficiency in Spanish
- Inventor of *SkillTracker*, an iPad application for recording observation and assessment data in classrooms.