

# The Compass School

April 16, 2016 Meeting of the School Council

## Minutes

Meeting Location: The Compass School, 537 Old North Road, Kingston,  
RI 02881

Date and Time of Meeting: Tuesday, April 16, 2016 6:00 p.m.

Members Present: Marisa Gallagher (MG), Fritz Lanz (FL), Rachel Axelson  
(enters at 6:15) (RA), Nicole Gardner (NG) Polly Cuddy  
(PC) Heidi Vazquez (HV) Linsey Trombino (LT)  
Michelle Salisbury (MS)

Others Present: Brandee Lapiskey (BL), Elisa Lucia (EL), Amy Henderson  
Crane (AC) Sean Hevenor (SH), Tim Groves (TG)

Absent: Susannah Strong (SS)

Presiding Officer: FL

**1. Call to Order: Fritz Lanz, Council Vice President, calls the meeting to order at 6:04 PM.**

**2. Roll Call**

**3. Adoption of Consent Agenda**

- a. Discussion/vote to approve Consent Agenda (including agenda amendments of adding approval of minutes, asking Tim Groves into executive session)

*HV motions to adopt the consent agenda with added amendments*

*MS seconds*

*Discussion: none*

*Vote to adopt the consent agenda with added amendments*

*In Favor: 7                      Opposed: 0                      Abstain: 0*

*Motion passes.*

**Approval of Minutes (Added in last motion)**

Approved Open Meeting Minutes 4.12.16

- a. Discussion/ vote to approve open session minutes from March 8, 2016

*NG motions to approve the open session minutes for March 8, 2016*

*HV seconds*

*Discussion: none*

*Vote to approve the open session minutes for March 8, 2016*

*In favor: 7                      Opposed: 0                      Abstain: 0*

*Motion passes.*

**4. [Strategic Plan Update](#) (5 minutes)**

Brandee reviews status of strategic plan with several areas in the “green” as such as charter renewal. Development grants and new modular are yellow and green for to do lists moving forward.

**5. Director’s Report (10 minutes)**

- a. Discussion/vote to accept Director’s Report

*MS motions to accept the director’s report*

*NG seconds*

*Discussion: none*

*Vote to accepts the director’s report*

*In favor: 8                      Opposed: 0                      Abstain: 0*

*Motion passes.*

**6. [Budget Amendment](#)**

- a. Discussion/vote

*NS motions to approve the director’s budget amendments*

*RA seconds*

*Discussion: Brandee has worked with the business manager to reallocate funds to align in the 3rd quarter for projected vs. actual expenses.*

*Vote to approve the director’s budget amendments*

*In favor: 8                      Opposed: 0                      Abstain: 0*

*Motion passes.*

**7. Policy Updates (10 minutes)**

**[Standards-Based Grading Handbook](#)**

- i. Discussion/vote

*GA motions to approves the Standards- Based Grading Policy.*

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*RA seconds*

*Discussion: This policy has been reviewed by parents, director, faculty, over the last several months. The director has indicated that instruction, assessment, and grading will be a focus of professional learning for the next school year.*

*Vote to approve the Standards-Based Grading Policy*

*In favor: 8                      Opposed: 0                      Abstain: 0*

*Motion passes.*

## **8. Vote to continue Marissa Gallagher's role as Community Council Member (2 min)**

*NG motions to continue Marissa's term as a Community Council Member*

*LT seconds*

*Discussion: none*

*Vote to continue Marissa's term as a Community Council Member*

*In favor: 8                      Opposed: 0                      Abstain: 0*

*Motion passes.*

## **9. Class size for 2016-2017**

### **a. Discussion/vote**

*HV motions to accept director's recommendation to increase class size for 2016- 2017 by one student.*

*RA seconds*

*Discussion: Increasing class size is most likely necessary to close the budget for 2016- 2017 due to a decrease in funding from the proposed Funding Formula and a decrease in State Aid.*

*Brandee reports this change will help us short term and long term no matter the decision of funding and site improvements. More revenue will help us grow and improve our facilities.*

*Increasing 9 students will increasing our revenue to about \$112,500. Council raised concerns about class size particularly for Adventurers and Discoverers. Brandee reported that next month we may know more exact number about the amount needed to close budget gap for next year.*

*MS motions to table accept director's recommendation to increase class size for 2016- 2017 by one student until May's meeting.*

*RA seconds*

*In favor: 8                      Opposed: 0                      Abstain: 0*

*Motion passes.*

## 10. Navigator Step Reorganization

- a. Discussion/vote for a .8/.2 Navigator TA position

*MS motions to accept the director's recommendation to adjust the Navigator TA Position to .8/.2 for 2016-2017 school year.*

*MG seconds*

*Discussion: This is a budget neutral decision based on council's approval last month. This will provide more consistency in the TA position compared to this year.*

*Vote to approve the director's recommendation to adjust the Navigator Position to .8/.2 for 2016-2017 school year.*

*In favor: 8                      Opposed: 0                      Abstain: 0*

*Motion passes.*

## 11. Special Education Program Reorganization

- a. Special Education Director Role
  - i. Organization Proposal for 2016-17 and Associated Budget
  - ii. Discuss/vote to convene a search committee for a .3 Special Education Director Transition position.

*HV motions to approve special education program reorganization to include a .3 Special Education Direction Transition Position*

*RA seconds*

*Discussion: This reorganization will focus on program and position memorialization and sustainability. The director recommends that we adjust positions and roles within the current department next year with plans to create a search for a new special education director in the 2017-2018 school year.*

*Vote to approve*

*In favor: 8                      Opposed: 0                      Abstain: 0*

*Motion passes.*

### b. School Psychology Services

- ii. Discuss current services compared to proposed services
- iii. Discuss budget implications
- iv. Discuss/vote to secure Dr. Soloman's services for 2016-2017

*MS votes to secure Dr. Soloman's services for 2016-2017*

*LT seconds*

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*Discussion: Brandee proposes bringing Dr. Soloman's and his Doctorate level students' services to increase school psychology services beyond IEP consultation and testing to include direct work with classroom teachers and students. This proposal increases services for parents, teachers, and students without increasing the budget.*

*Vote to a secure Dr. Soloman's services for 2016-2017*

*In favor: 7                      Opposed: 1                      Abstain: 0*

*Motion passes.*

## **12. Business Manager**

- a. Discuss/vote to convene a search committee for a business manager

*RA vote to convene a search committee for a new business manager*

*MS seconds*

*Discussion: The director reports it is in the best interest of the school to hire a business manager to work onsite full time rather than contract out with an accounting firm for these services.*

*Rachel, as treasurer, is most aware of the position. Brandee recommends that Rachel head the search committee.*

*Vote to to convene a search committee for a new business manager with Rachel Axelson as the chair*

*In favor: 7                      Opposed: 0                      Abstain: 1*

*Motion Passes.*

## **13. Vote to include Brandee Lapisky and Tim Groves in Executive Session. (amended agenda)**

*NG motions to include Brandee Lapisky and Tim Groves in Executive Session*

*MS seconds.*

*Discussion: none*

*In favor: 8                      Opposed: 0                      Abstain: 0*

*Motion Passes.*

## **14. Discussion/vote to convene Executive Session Pursuant to R.I.G.L. §42-46-5 (a)(2) - Sessions pertaining to reasonably anticipated litigation regarding an alleged miscalculation of the local share pursuant to R.I.G.L. §16-7.2-5(a)**

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*MS motions to convene Executive Session Pursuant to R.I.G.L. §42-46-5 (a)(2) - Sessions pertaining to reasonably anticipated litigation regarding an alleged miscalculation of the local share pursuant to R.I.G.L. §16-7.2-5(a)*

*HV seconds.*

*Discussion: none*

*Discussion: none*

*In favor: 8                      Opposed: 0                      Abstain: 0*

*Motion Passes.*

## **15. Executive Session**

**FL, council vice president calls open session to order at 9:12 pm**

**16. Vote to seal minutes/votes taken during executive session if disclosure of such minutes/votes in open session would jeopardize any strategy, negotiation or investigation undertaken pursuant to discussions conducted under §42-46-5(a).**

*HV motions to seal executive session minutes*

*RA seconds.*

*Discussion: none*

*In favor: 8                      Opposed: 0                      Abstain: 0*

*Motion Passes.*

**17. Discussion/ vote to pursue formal action against RIDE regarding an alleged miscalculation of the local share under R.I.G.L. §16-7.2-5(a)**

*MS motions to support formal action against RIDE regarding an alleged miscalculation of the local share under R.I.G.L. §16-7.2-5(a)*

*RA seconds.*

*Discussion: none*

*In favor: 8                      Opposed: 0                      Abstain: 0*

*Motion Passes.*

## **18. New Business**

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none

## **19. Public Comment**

none

## **20. FL adjourns the meeting at 9:15 pm**

The public is welcome to any meeting of the School Council or its subcommittees. If communication assistance (readers/interpreters/captions) or any other accommodations are needed to ensure equal participation, please contact the Student Service Coordinator, Julie Wynsen at (401) 788-8322 at least two (2) business days prior to the meeting.

Any changes in the agenda will be posted on The Compass School's website and place of business, and will be electronically filed with the secretary of state at least forty-eight (48) hours in advance of the meeting.

### Treasurer's Report

All cash accounts reconciled through February and accounts payable is current. An upcoming budget amendment will be schedules in April or May only to move amounts from some line items to others (reallocation of expenses), not requesting additional funds. There is a lump sum of money in a PayPal account from the Annual Fund which needs to be deposited in Contributions line item.

### Health and Safety Committee

No Report

### Policy Committee

Policy Committee met on Monday April 4th, 2016. The committee revised and discussed the Grading Policy on this month's agenda. The Grading Policy has been sent out to staff several times and parents for review. Also discussed were changes to the Leave Policy including further clarification for leaves that extend beyond 90 days per RI Law and extending the materials for FMLA. The committee also reviewed an amendment to the fiscal management policy based on some recommendations from the auditor. These revisions will go to council in May as well as advisor roles due to the length on the April agenda. Brandee will be drafting/ revising job descriptions and interview rubrics for anticipated opening for next year.

### Learning Committee Committee

No Report

Next Meeting Thursday April 14th at 3:30

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Development Committee

No Report

Site Committee

No Report

Director's Report

Provided By: Brandee Lapisky, M.Ed.

Submitted on: 4/7/2016

Council meeting date: 4/12/2016

**Enrollment**

The enrollment tallies below are updated as of 4/7/2016.

<b>Step Levels</b>	<b>Grade</b>	<b>Enrollment (Actual by grade)</b>	<b>Enrollment (Actual by step)</b>
Explorers	K	17	34
	1	17	
Adventurers	2	19	19
Discoverers	3	19	38
	4	19	
Investigators	5	18	38
	6	20	
Navigators	7	18	36
	8	18	
Total Enrollment	K-8	165	165

\*Note that Compass is fully enrolled.

**Strategic Plan Updates**

Charter Renewal:



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- All required paperwork including pre-site visit documentation and the renewal application have been submitted.
- Prior to the visit, Brandee met with the following sub-groups to prepare them for their interviews:
  - Business manager team (Dina Mandeville - volunteer capacity, Randy Dittmar, Dennis Varone)
  - Selected parents
  - Selected students
  - All teachers
  - Council members
- The following documents/resources may be useful for future charter renewal visits:
  - [Council Questions/Responses](#)
  - [Teacher Questions/Responses](#)
  - [Site Visit Schedule](#)
  - [Classroom Observation Schedule](#)
  - [Compass Team Reflections](#)
- As I write this report, we are in day 2 of our 3-day site visit. Thus far, the visit is running very smoothly.

## Development

- We selected and have begun using the new logo.
- Annual Fund:
  - We have raised \$20,856, which represents 104.28% of our financial goal.
  - 72% of our community has participated.
  - Business solicitation letters went out to 145 vendors.
- Grant process:
  - You can view the [Grant Dashboard](#).
  - To date, we have submitted applications to the following organizations:
    - Ocean State Charities Trust
    - Lowe's
    - Mary LeMoine Potter Fund
    - Lattner Foundation
    - Santander Foundation
    - Centerville Bank Foundation
    - Kimball Foundation
  - Brandee hosted a tour and meeting with representatives from the Green Village Initiative. They have scheduled a second site visit on Monday, 4/11 to tour the barn with the physical environment committee. They are considering a \$50,000 investment for barn restoration.

## Blended Learning

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- **Blended Learning and Personalization Conference:** The Compass School was well represented at the recent Blended Learning and Personalization conference, a significant, state-wide event hosted at the convention center on April 2, 2016.
  - For more information, visit the conference website, <http://www.blendedlearningconference.com/>.
  - Heidi Vazquez was a conference presenter and along with her students, offered a classroom simulation session where other educators were able to observe some of the practices that happen regularly at Compass.
  - Nikki Gardner and Hilary Downes-Fortune attended the conference as well.
  
- **FabNewport Update**
  - FabNewport was selected as a professional development provider in Governor Raimondo's CS4RI computer science initiative. In a Raimondo press release, Steve Heath said, "FabNewport is excited to work with Governor Raimondo's team to integrate computer science education in Rhode Island schools," FabNewport Executive Director Steve Heath said. "This thoughtful process will empower our youth with the fluency and mindset to succeed in any discipline."
  - Fab Newport is offering a number of workshops that Compass teachers may be interested in including:
    - Creative Coding: a summer professional development experience which includes a \$500 stipend for participating teachers.
    - Makerspace: April 20 or 21: Spend a day working with us in our lab. Get your hands and mind going with 2D and 3D design, laser cutting, 3D Printing, Vinyl Cutting, Coding, Makey Makey boards and Electronics.
    - Deep 3D: June 27-July 1: Ever wanted to own a 3D Printer? Now is your chance with our Deep 3D course. FabNewport's expert coaches will guide you through setting up your new printer. We will also teach you how to solve various mechanical problems, how filament works, and how to design 3D creations using free software.

## Facilities Lifecycle:

- **Modular Installation:** Both the Explorer and Discoverer moves are officially complete and use of the spaces has been an overall positive experience.
  - Triumph will do a final "punchlist" review of the Discoverer modular during April vacation. Some of their last tasks include: water fountain hookup and addressing a very leaky window in the North-facing classroom.
- **The Barn:** Now that the modular installation and move are complete, I advise that we focus our attention on the Barn. The Director's focus this month has been to compile previous documentation regarding the Barn in order to help the physical environment committee and Council make decisions moving forward. Documentation can be found in this shared google folder: [Barn Restoration](#)
  - **Director's Recommendation:** I have concerns that the Barn will become a liability for the school and fall under the category of an "attractive nuisance". It is my

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recommendation that we begin utilizing the funding we have already secured to start initial improvements such as repairing the shingles that have fallen from the roof, assessing the windows for leaks, and pouring a floor in order to prevent vermin from inhabiting the space.

- *Professional Assessments of the Barn:* There have been at least 3 companies that have toured/discussed the barn at Compass before including:
    - Baud Builders
    - Nancy Leslie Architects
    - Carrigan Engineering
  - *Structural Assessments:* We located engineer's assessment of the structure. He writes, "...it is my professional opinion that the barn is a salvageable structure and have not seen any significant structural issues as of yet."
  - *Cost Estimates:* We found a spreadsheet that had some estimates on the total costs of renovations, which I've attached.
    - On the summary page, all of the aspects of "phase I" have been completed *except* for architectural plan for the barn.
    - None of phase II or III have been completed.
    - According to this spreadsheet, estimates suggest that total renovations to convert the building into classroom space would be \$831,863.
    - There are 2 tabs on the bottom of the spreadsheet - one with a summary and the other with additional details.
    - Note that the original intent was classroom space. I wonder if the cost would still be as high if it were to be community space, as we discussed.
  - *Revenue for this project:* We have a Lattner Foundation grant in the amount of \$75,000 already earmarked for this project. We have focused future grant proposals on seeking funds for this investment.
  - *Resources:* Donna Pari, our long term art substitute, is a RISD trained architect who formerly served as a senior architect at Judd Brown Designs. Additionally she has served as a member of the Town of Exeter's planning board. Donna has expressed interest in the barn renovations.
- *New Construction:*
    - Brandee reviewed the RIDE regulations and created a [Phase 1 milestones tracker](#).
    - We will need to submit a phase I construction application in Spring 2016 in order to be considered for the process to secure state housing aid for a new construction project.
    - Brandee met with with Bob Donovan of the RIHBEC to discuss new construction financing on 3/17/2016 and submitted all required financial documentation for pre-approval and assessment of debt capacity.
    - His initial report indicates that if we were to increase enrollment to 220 students, eliminate the lease for the current modulars, and secure state aid in the amount

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of 30% reimbursement, that we would qualify for approximately \$1.7 million in bonds for new construction/restoration for the barn.

- Brandee has requested further documentation including phase in amounts and other variables, which I anticipate will be available within the week.

### Other Topics

- Attendance: Part of the school's responsibility is to ensure that we are taking measures to prevent chronic absenteeism.
  - Our first step was to pass the [attendance protocol](#), which we did earlier this year.
  - Next, comes the steps of monitoring attendance and implementing intervention strategies.
  - On Friday, 4/8/16, all families received an [attendance report](#) for 1st/2nd trimesters including the updated numbers for absences and tardies as well as where that percentage falls in reference to 3 categories:
    - Good attendance/timeliness
    - Warning signs
    - Chronic absenteeism/tardiness
  - Currently,
    - 13% of our students have perfect attendance
    - 65% have good attendance
    - 18% are showing warning signs
    - 4% have chronic absenteeism
- Ethics Commission
  - **The 2015 Financial Disclosure Statement is due by April 29, 2016.**
  - The 2015 Financial Disclosure Statement was mailed this week to all persons listed as Charter School Leaders and Board Members in the updates completed by each charter school in November and December of 2015. In the mailing you will find a paper copy of the 2015 Statement, instructions, and log-in information for online filing, which is preferred.
  - **Please remind your board members of their obligation to file a 2015 Statement by the April 29<sup>th</sup> deadline.** If anyone has questions, please tell them to call the Ethics Commission at [\(401\) 222-3790](tel:401-222-3790).
- Financial Information: Funding Formula Revision
  - This continues to be an ongoing political discussion at the statehouse.
  - The RI League of Charter Schools continues to advocate on our behalf. Brandee, as a School Director within the league, serves as a board member for the RILCS and attends all board meetings.
  - RIDE's alleged miscalculation of the local share is the current focal point of discussions. Additional resources on this topic have been made available to the board on the [Local Share Miscalculation Spreadsheet](#).

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- Minor Amendment: Commissioner Wagner approved a minor amendment referencing student:teacher ratio change in his letter to Brandee Lapisky and Susannah Strong on [March 11, 2016](#).
  - The updated *permitted* ratios are as follows:

Class Size	K	1st	2nd	3rd	4th	5th	6th	7th	8th
Approved for 2016-17	18	18	20	20	20	20	20	20	20

Note that even with the proposed increase, Compass will maintain a smaller class size in comparison with our primary sending districts. This data is noted in the table below. The information was obtained from the districts’ teacher contracts.

District	K	1st	2nd	3rd	4th	5th	6th-8th
The Compass School	18	18	20	20	20	20	20
North Kingstown	19	24	24	26	26	26	25
South Kingstown	23	23	23	25	25	25	26
Narragansett	21	23	23	25	25	25	25
Exeter-West Greenwich	18	21	21	22	24	24	25
Chariho	20	20	21	23	23	25	25
Westerly	20	23	23	23	25	25	25

- Student Voice and Leadership Group:
  - *Hiking Trails*: The Student Voice and Leadership (SVL) Group has marked out a perimeter path around our property. Ben Brouillard, a Compass parent and owner of Vision Landscaping, used his machinery to begin mowing a 5’ wide path, following the SVL flags, around our North field.
  -
- Meeting with Barry Ricci, Chariho Superintendent:
  - *Tour*: I visited Chariho with the context that families often seek me out for high school choice guidance and that I had never been to Chariho before. I was impressed by the diversity of course choices from veterinary science to

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environmental studies, health care, criminal justice, etc. All electives can be part of a college-prep track (not necessarily just career/tech). There were good choices for Compass kids there.

- *Meeting:* Superintendent Ricci and I met in his office for about an hour. My main message was that there will always be a political cloud over charters/districts, but that should not impact the professional relationship between our schools leaders, nor should it prevent us from partnering for student success. I shared that Barry can call me with any concerns about our school and its operation because I would appreciate the professional courtesy to remedy the issue first. We discussed partnership opportunities between our schools. Chariho students complete internship work and there may be opportunities for them to intern at Compass. We plan to schedule a Spring visit for Superintendent Ricci and his internship coordinator to visit Compass.

### **THE COMPASS SCHOOL** **Standards-Based Grading and Reporting Policy**



### **Policy Section: Student/ Parent Handbook, Staff Handbook**

#### **Introduction**

The Compass School focuses its curriculum and reporting system on academic standards and our mission-related goals: environmental sustainability and social responsibility. Our academic curriculum maps are derived from the Common Core State Standards, the Rhode Island Grade Span Expectations for Science and Social Studies and the Next Generation Science Standards.

Our 2016-2017 revised progress report:

- Aligns with our program of studies.
- Provides teachers with resources to communicate a more consistent assessment.
- Provides parents with comprehensive information about how their child is learning.
- Incorporates research-based best practices in student grading and reporting.

#### **Forward**

During the 2015-2016 school year, Compass School teachers formed a progress report committee to review current Compass School reporting protocols, research best practices in the

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standards-based reporting arena, and to design a new progress report that aligned more closely with our program of studies and school's values. After identifying the known gaps within the 2015-16 progress report template, the progress report committee underwent a year-long process to address these areas and offer a revised template.

Prior to 2016-2017, academic standards in the form of concepts and skills covered were listed on the progress report; however, they were not individually assessed. Students received four scores per content area in the areas of:

- persistence
- dedication
- self-direction
- concepts & skills

Teachers noted that there was often overlap in these categories and families provided feedback that receiving four scores per subject area was confusing.

Additionally, while teachers previously wrote about students' social-emotional progress, this summary did not reference a consistent core of social emotional skills. In the 2016-2017 revision, the new template maintained the personalized summary, but also added an assessment area for the habits of mind of strong learners.

### **Progress Report Revision Goals**

One of the goals of a standards-based progress report is to provide more grading consistency both within the step levels and between the steps because teachers use the adopted standards to evaluate student performance and achievement.

The other goal of this progress report revision is to facilitate clearer communication with all stakeholders (students, families, and teachers) regarding students' academic and social/emotional progress. Connecting student performance with academic standards and social-emotional skill areas seeks to offer stakeholders more concrete feedback than previous progress report versions.

### **Philosophy**

The Compass School is founded on the belief that optimal learning for children occurs when the educational practices are developmentally appropriate. Education is viewed from a constructivist perspective; students must be actively engaged in meaningful, concrete experiences in order for learning to take place. Additionally learning is a process of invention where children construct their own knowledge, and that children are intrinsically motivated to learn.

The Compass School does not use a traditional grading system. At The Compass School, we use a holistic approach to learning. Students will be assessed based on the whole-person

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development model by considering the individual as a cognitive, physical, social, emotional, and reflective being.

The student's progress is evaluated on an ongoing basis using repeated measures with authentic assessment tools. As the basis for this assessment, portfolios of children's work will be kept to monitor children's progress over time and across all goal areas. Information gained from on-going assessment of these portfolios will be used not only for measuring student achievement and sharing information with families but also for designing curriculum and guiding professional development.

Our curriculum and thus, our reporting process, is values-based; students build their relationships with one another and their environment and in so doing develop a sense of their own personhood based on integrity, care and thoughtfulness as they develop the necessary skills to be leaders and thinkers in today's complex world. We focus on first-hand experiences of our communities and the land, connecting students to their place in a project-based, holistic approach that creates a broad integrated sense of the unity of things. Students develop their knowledge and ideas through cooperative work, play and discussion groups. This structure requires active, rather than passive participation. Engagement, responsibility, cooperation and communication are expected, and thus evaluated. Our progress report seeks to capture students' achievement and growth within this model.

The Compass School incorporates Common Core State Standards into a rigorous Program of Studies and standards-aligned curriculum maps. Instruction is planned, implemented, and assessed using these guidelines. Student progress is evaluated every trimester based on skills within each standard for the specific grade level based on expectations for the curriculum taught during that period of time.

### **Communicating with Families**

Our purpose for reporting to parents is to strengthen the home-school partnership and to inform parents concerning student progress. The degree to which parents are informed of the philosophy of the school system, its programs, and the assessment of students' strengths and weaknesses is important in establishing a positive attitude toward school and a cooperative relationship between school and home.

Progress reports should be communicated in terms understood by those involved. The main objective of a progress report is to communicate to parents and students what students know and are able to do. The Compass School believes that assessment and reporting of student achievement should benefit the child's overall development as a person and promote acquisition of self-esteem and life skills.

Effort and academics are reported separately so the parents know the effort of the student as well as understanding of specific skills. Individualized comments will continue to be an important part of parent communication on the standards-based report card.



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The progress report is not the sole method of communication to families; progress is communicated through multiple methods including conferences, meetings, email communications, project shares and more. Teachers share student work samples and report progress regularly to parents. A comprehensive evaluation of student progress is made using a portfolio of student work, assessments of skills and concepts mastery, and teacher narratives. There are opportunities for parents to review their child's work, including the portfolio, and set educational goals in collaboration with the teachers and student during goal-setting conferences. The focus of the goal-setting conference is to clarify the expectations of the student and the school's standards for student achievement; to ensure that the roles of parents/guardians, teachers and students are clearly outlined; to have the student build a sense of ownership in the goals; and to provide an opportunity to individualize student learning to meet each student's needs because we value each individual's strengths, needs, learning styles, interests, and differences. Goal setting conferences are conducted in October and student-led conferences take place in March.

### **Completing the Progress Report**

#### Guidelines for Assigning Grades

Academic achievement may be measured in a variety of ways, including compositions, presentations, oral discussion, student work samples, observations, assessments, and the products of project-based learning activities. Teachers should use the most current summative assessment data when determining achievement marks for the progress report.

Teachers should not use letter grades when marking student work. Some options may include:

- Raw scores or ratios (11/12 correct)
- Descriptive feedback
- Rubric scores (if using 4, 3, 2, or 1 on papers, there should be guidance as to what these marks mean)

Keep in mind that work that is sent home provides parents with a general impression of how students are achieving in school but does not provide a complete picture. Other assessment data are collected that encompasses the progress report grade and some of these assessments are not sent home.

Communication regarding progress should be ongoing.

#### *Achievement Grades*

Achievement marks will be reported on a 4-point scale and cannot be equated to letter grades.

A grade of "4" indicates a high level of achievement; it communicates that a student has a strong understanding of all the concepts and skills taught for that standard during the trimester and can demonstrate understanding independently and with very few errors.

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When determining grades for students, teachers should consider the most current assessment data as evidence of learning. Earlier assessments may no longer be relevant if students have demonstrated further progress.

Content areas in which the student is not instructed will be marked with “nt,” indicating that the standard was “not taught.”

The following further defines each assessment on the progress report.

- Exceeds the Standard (4): Consistently demonstrates concepts and skills of standard taught this trimester
  - Frequency of behavior: nearly all the time
  - Requires no support when demonstrating understanding
  - Demonstrates a thorough understanding of content taught
  - Makes no major errors or omissions when demonstrating concepts or processes taught
- Meets the Standard (3): Usually demonstrates concepts and skills of standard taught this trimester
  - Frequency of behavior: most of the time
  - Requires limited support when demonstrating understanding
  - Demonstrates a general understanding of content taught
  - Makes few major errors or omissions when demonstrating concepts or processes
- Approaches the Standard (2): Sometimes demonstrates concepts and skills of standard taught this trimester
  - Frequency of behavior: some of the time
  - Requires moderate support in order to demonstrate understanding concepts and skills
  - Demonstrates a partial understanding of content taught
  - Makes some errors or omissions when demonstrating concepts or processes
- Does not meet the Standard (1): Seldom demonstrates concepts and skills of standard taught this trimester
  - Frequency of behavior: seldom
  - Requires considerable support to demonstrate learning of concepts and skills
  - Demonstrates limited understanding of concepts, skills, and processes taught
  - Makes frequent major errors when demonstrating concepts or processes
- Other marks:
  - A mark of “nt” may be used for a specific trimester in which a concept or skill is not taught
  - A mark of “na” when a standard is “not assessed” in a summative manner.
  - However, it is expected that all skills will be taught and assessed for most students during the course of the year.

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- This is true unless otherwise noted on the teacher alignments or the grade-level information for parents.
- Exceptions are students who enter the school later in the year or students who have extended absences throughout the school year.

### *Content Areas Graded*

Classroom teachers will assign the feedback for social-emotional-reflective, habits of mind, English/language arts, social studies, science, and mathematics. Specialists will assign grades for health, physical education, music, art, and world languages. To assist teachers in determining which benchmarks align to the progress report standards, teachers should refer to the alignments for their grade/content area.

### *Guidelines for Determining Habits of Work Assessments:*

These are the habits of work that we will assess:

- Listening attentively to the speaker
- Working independently
- Staying on task
- Attending to precision
- Completing homework on time
- Using time effectively
- Persisting on assignments
- Organizing work space and materials

### *Progress Report Comments*

Teachers use comments provided in the comment bank to clarify student performance for parents. These comments are grouped by content area and should be used to convey strengths and needs of each student.

### Evaluation of Special Populations

#### *Special Education*

All services and accommodations will continue for students with limited English proficiency, IEPs, or 504 Plans. A student who has accommodations listed on his/her IEP should receive these accommodations and these are not considered extra support. Therefore, a student receiving accommodations could still receive a grade of “4” for a given standard.

### Retention of Students and Appeals Process

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When retention is being considered, a parent-teacher-director conference should be held and an appropriate comment indicating that retention is possible should be added to the progress report no later than the 2nd trimester grading period.

Students or parents who wish to appeal a grade may present their concerns to teachers or school administrators.

### **Distribution**

Progress Reports will be completed at the end of each trimester. However, grades will indicate knowledge and skills on specific standards covered during that trimester rather than a single grade for each content area.

Families will have the option to receive the progress report electronically or in paper form.

Parents will confirm receipt of the progress report with the school via email (electronic distribution) or on the progress report envelope (paper form).