

CHARTER SCHOOL APPLICATION SUMMARY

This application summary will be used by the CSDE for a quick analysis and administrative processing of the applications received. The information provided must be an accurate representation of the application and must correspond to the information provided in the body of the application.

Capital Preparatory Charter School Middletown

Proposed Charter School Name

Middletown

School Location (city, town)

August 2024

Proposed Opening (month, year)

Contact Person: Dr. Steve Perry

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Returning Applicant: Yes **No** (please circle)

TYPE OF SCHOOL	
Local charter school	
State charter school	X

FACILITY	YES	NO
Do you presently have access to a facility suitable for a school?		X
If yes, when will you be able to take occupancy?	Date:	

PROJECTED STUDENT ENROLLMENT															
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Year 1	N/A							90	45	45	100	45	45	10	380
Year 2	N/A							90	90	45	100	100	50	50	525
Year 3	N/A							90	90	90	100	100	100	50	620
Year 4	N/A	80	80					90	90	90	100	100	100	100	830
Year 5	N/A	80	80	80				90	90	90	100	100	100	100	910



CAPITAL PREPARATORY MIDDLETOWN CHARTER SCHOOL

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SECTION I: SCHOOL VISION AND DESIGN

1. Mission, Purpose, and Vision Specialized Focus

- a. **Describe the mission of the school. Define the core purpose and key values of the school, including the school model and the students served. The mission should be consistent with high academic standards, succinct and meaningful, and reflected throughout all sections of the application.**

The mission of Capital Preparatory Charter School Middletown is to provide historically disadvantaged students with the college and career readiness skills needed to become responsible and engaged citizens for social justice.

Capital Prep Middletown will be a replication of the existing schools run by a nationally acclaimed, minority-led charter management organization that was born in Middletown, CT. Capital Preparatory Schools, Inc. (CPS or Capital Prep) is a charter management organization supporting schools in both Connecticut and New York. The Capital Prep model was created 20 years ago in response to a parent's plea: "Why is it that only rich kids get good schools?" The year was 2002, but this parent's frustration is still very relevant today, as many low-income schools throughout the nation are underperforming to the detriment of students and families who struggle to break the cycle of poverty. Over the past 20 years Capital Prep has grown from an organization that began as an Upward Bound program at Capital Community College, created in partnership with Upward Bound in Middletown, and evolved into a comprehensive charter support organization with schools in Bridgeport (Capital Prep Harbor), the Bronx (Capital Prep Bronx), and Harlem (Capital Prep Harlem).

The Capital Prep model is the only in the State to have been approved as both a magnet and charter school. It is also the only school in the State's history to have 100% of its graduates accepted to four-year colleges since its inception. It is the only charter school to accept scholars in all grades and to still ensure that all scholars are dually enrolled in high school and college classes. Capital Prep is one of one and it is for that and many other reasons that its founder and model has been recruited to Middletown.

Capital Prep offers a 201-day, college preparatory, early college academy and affective experience within which students focus on the study and application of social justice. Capital Prep Middletown will open with middle and high school grades and will slowly grow until the school serves K-12. Students will be accepted for enrollment in all grades K-12 regardless of their credit accumulation status or academic needs, and upon graduation will be prepared for college and career.

At Capital Prep, the academic model is wrapped around the spine of comprehensive affective programming to ensure scholars feel seen, valued, and have a sense of belonging. Daily advisory is part of the affective model, which is designed to create and sustain meaningful relationships between scholars and their learning environment. Scholars will benefit from an annual two-sport requirement, house competitions, student government, and an emphasis on social justice research and action which is embedded throughout the program. At the high school level Capital Prep Middletown will offer four years of rigorous study in ELA, math, science, and foreign language, to best position scholars for college. The program allows scholars to exceed Connecticut's updated 25 credit standard for graduation including by going beyond the nine-credit threshold for STEM and the humanities. Additionally, students' time and study will culminate in a capstone Social Justice Project to demonstrate their agency and commitment to community. The network's Social Justice Project design actually served as the foundational model upon which the state of Connecticut designed its senior capstone graduation requirement.

This model is very much needed in Middletown, and interestingly, it is where Capital Prep was born. Middletown, located in the center of the state, is in Middlesex County. It has a population just below 50,000 and it exceeds the poverty levels of neighboring counties (12.3% versus 10%) and the state as a

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whole (9.8%). Both the median household income (\$62,022) and the per capita income (\$38,345) are less than household and per capita incomes in surrounding areas and in the state overall.¹ Middletown Public Schools has eight elementary schools, one middle school, and one high school. Notably, it is one of 33 Alliance Districts – those with the lowest Accountability Index measures in the state. According to US News & World Report High School Rankings, Middletown’s high school has a score of 73.8 out of 100, which places it 90th among other high schools in the state, with a graduation rate ranking which places it 121st in the state.² There is evidence of a pervasive opportunity gap in Middletown as well. Black, Latino and economically disadvantaged students underperform (38.6% proficiency) versus their counterparts (50.6% proficiency) in math, reading and science state assessments. Almost 40% of the Middletown High School population identifies as Black or Latino.³ These statistics, which reflect a district that struggles to meet the needs of students, are similarly born out in the reflections of community members. Please refer to Section 3.1 (a) and (b) for additional data and information regarding the needs of the community and the intended student population to be served by the proposed school.

The establishment of this school is personal, and it represents a homecoming. Middletown is Dr. Steve Perry’s hometown, and he attended public schools within the district. Growing up, the only reason he was able to gain access to a college preparatory curriculum was because he was selected to participate in an Upward Bound program that set him up for success. He witnessed first-hand what members of the community still experience today: black, Hispanic, and economically disadvantaged students are not provided access to the courses and supports necessary to lead to college acceptance and graduation. The district only operates a single high school, and it is not meeting the needs of many residents who are desperate for alternative options. Capital Prep Middletown seeks to remedy the educational access and achievement gap by providing a high-quality public school to students historically denied such opportunities.

Capital Prep Middletown will accept students as an alternative school would – by taking students at all ages and stages and despite the significant academic and/or behavioral challenges this poses, and will function like a prep school, by graduating students ready for a four-year college experience. To date, since its first graduating class in 2006 and serving schools in multiple cities, every single Capital Prep graduate has secured acceptances to four-year colleges. The network’s approach to education is designed to meet the dynamic needs of America’s most vulnerable children, and it all started in Middletown where the very idea took hold.

b. Present the vision of the school. The vision should align with the mission and provide an image of the school once it is operating. It should articulate what the school will achieve for students, parents, teachers, and the community.

Individual scholars, families, professional educators, and community residents will feel the impact and presence of Capital Prep Middletown in a variety of ways. First and foremost, Capital Prep Middletown, like other schools in the Capital Prep network, will prepare students in grades K-12 to excel in college and will inspire them to make a difference in their communities. In each grade, and in an age-appropriate manner, scholars will be equipped with knowledge, critical problem-solving skills, a global understanding of social justice issues developed through thoughtful research, and skills to promote collaboration, respect, and compassion. The school will meet its mission by offering a rigorous curriculum, an eclectic variety of athletic programs, and multi-pronged affective faculty support. The result is a unique, college

¹ U.S. Census Bureau (2020). American Community Survey 5-year estimates. Retrieved from Census Reporter Profile page for Middletown, CT censusreporter.org.

² Us News High Schools Rankings. Accessed online: <https://www.usnews.com/education/best-high-schools/connecticut/districts/middletown-school-district/middletown-high-school-4484>

³ *Ibid*

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preparatory, social justice-themed academic experience that allows students to become agents of change while developing college and career readiness skills.

Capital Prep Middletown will emphasize year-round learning (201 total days) and will offer a full program of high-quality academics from K-12, complemented by dual enrollment in college for students in the upper grades. Two well-defined teams (often referred to as “houses”) will ensure scholars have caring adults to help navigate every challenge and opportunity that may arise. One team or house will be focused on academics and the other on affective social and emotional learning and support. The delivery of strong affective supports is an incredibly unique feature of the Capital Prep model. The Affective Domain provides the formal structure used to ensure scholars develop the skills necessary to be agents of change in alignment with the Individual Learning Plan (ILP) they develop with their advisor. These plans set goals for academic, career, social-emotional, and physical development. A robust Advisory Program, which is a part of the personalized affective supports provided, will also help the strong and supportive school culture to flourish.

In terms of classroom instruction, a set of well-defined CPREP Learner Expectations undergird every aspect of school life. The CPREP Learner Expectations are Collaborator, Problem Solver, Researcher, Empathetic Citizen, and Pillar of Knowledge. These Learner Expectations are measured by a comprehensive rubric that focuses on student achievement and are used in both the academic and affective settings to help both illuminators (the Capital Prep title for teachers) and scholars meet their goals. Instruction across all grades, subjects, and courses will be aligned to standards and implemented with fidelity to the school’s social justice mission, guided by a set of essential questions. In alignment with the college prep focus, high school scholars will receive a course of study that meets and exceeds Connecticut’s graduation requirements, along with the two-sport requirement per year and a capstone social justice project during senior year. For Capital Prep, the greatest measure of success is college acceptance, as it speaks to the single most universal measure of an individual’s ability to break the chains of generational poverty. Since 2006, every Capital Prep scholar graduating across the network’s schools has had a four-year college acceptance in hand, and the same will be true at Middletown. Many scholars will also leave with accumulated college credits through the dual college enrollment opportunity offered through partnerships with institutions of higher education. Like Capital Prep Harlem and Capital Prep Harbor, seniors at Capital Prep Middletown will be offered significant scholarships, and even free rides, to provide true access to higher education through mitigation or elimination of financial barriers.

The Capital Prep model provides unique benefits to professional staff as well. Illuminators and building leaders will be offered extensive opportunities to grow and develop as they support scholars and deliver high-quality instruction. Capital Prep as a network has focused on building capacity and talent, which today is more important than ever as the educator workforce across the country is younger and less experienced than in the recent past. The network is dedicated to working with building leaders to align professional development for school-based instructional staff with the Capital Prep model and expectations for high-quality teaching and learning. Regular professional development sessions will incorporate clear goals, current and relevant data analysis, curriculum review, and affective services. Administrators also will work to establish annual goals with each illuminator through the establishment of an Individualized Illuminator Plan which is explicitly aligned with Connecticut’s System for Educator Evaluation and Development (SEED). At the administrative level, weekly professional development sessions will be led by Capital Prep’s Head of Schools, Dr. Perry. These sessions also are aligned with the expectations found in the SEED evaluation and focus on a variety of topics designed to help administrators grow in their personal practice as instructional leaders. These sessions are run like graduate level classes and address topics such as using data to inform instruction, developing instructional practices, communicating effectively with staff, using direct and timely feedback to lead transformation and support school culture, and budgeting to support school needs.

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Finally, the broader Middletown community will benefit from the presence of the school. Through carefully cultivated relationships with parents, residents, and community organizations, Capital Prep will act as an invested and committed collaborator and partner. The benefits of this approach manifest in a variety of ways, perhaps most importantly as students become agents of change and work through their social justice capstone work. The Social Justice Project (SJP) is an action-based research project focused on the community and it is an explicit graduation requirement. Scholars must identify a social justice problem, research it, and work through an action plan to address the issue. The action plan is presented to a panel which often includes community members and has the potential to provide true community impact through the process of implementing the action plan, gathering, and analyzing data, and working comprehensively toward potential solutions. Please refer to Section 1.4 and 1.5 for more information about this process. The founding team is comprised of prominent members of the community who are committed to bringing the model to Middletown in recognition of the many benefits that will result.

c. Describe any specialized focus of the charter school.

Social justice is embedded into every aspect of the Capital Prep model. At Capital Prep social justice isn't just something to be studied, it is a deliberate approach to helping scholars and adults develop as advocates and agents of change. Some of the socially just elements are more obvious and visible, such as the Social Justice Project described above, and the emphasis on supporting scholars so they earn four-year college acceptances and break the cycle of poverty through educational attainment. Yet other critical features are also grounded in social justice, such as the Affective Domain and its approaches. This includes the formal Advisory Program structure and the social-emotional and academic supports provided to students on a highly personalized basis through their Individual Learning Plans. Further, the curriculum design and instructional program are oriented around social justice, emphasizing culturally diverse and relevant learning materials and resources to help students as they achieve and evolve in their own personal agency. Illuminators and scholars are recognized as agents of change and are supported and developed through carefully cultivated programming.

As compelling as these individual components of the model are, however, there is another way the specialized social justice focus is realized. *Capital Prep as an institution is real life social justice at its core.* The entire mission, vision, and educational model is a living, breathing manifestation of social justice. The CPREP Learner Expectations will be modeled by the instructional staff, scholars, building administrators, and network support teams. Each and every day scholars will see and participate in real life examples of what it means to be a collaborator, problem solver, researcher, empathetic citizen, and pillar of knowledge. This work is hard. There is always room to improve, and Capital Prep conducts honest self-reflection and incorporates improvement planning into its normal routines. This reflects the network's commitment to constantly improving in alignment with these expectations as part of the critical work of social justice in action for historically disadvantaged and educationally underserved communities.

d. State the ages of students or grades to be taught and total estimated enrollments of the school.

Capital Prep Middletown will initially serve grades 6-12 in operating years one through three, with K-1 added in operating year four. One additional grade will be added each year through grade five, creating a seamless K-12 model. Year one enrollment is estimated to be 380 students, growing to 910 students in year five and 1,150 when the school is fully scaled. This proposed growth plan requires the submission of a waiver request pursuant to C.G.S § 10-66bb(d). The waiver request can be found in Appendix A.

One critical manifestation of the mission that is embedded into this growth plan is the approach Capital Prep schools take regarding backfilling and points of entry. In short, Capital Prep Middletown will enroll students in each grade, including as late as junior and senior year, and will still pledge to get these

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scholars through graduation with a college acceptance in hand. Unlike some other charter schools, there will be no point in time when enrollment is inaccessible – if a seat is empty, Capital Prep will fill it, knowing that many students will enter with significant academic and credit deficits that will need remediation. This is why Capital Prep schools are described as functioning like transfer schools when it comes to enrollment. It is also why traditional methods of evaluation and traditional metrics of success do not capture the many benefits and strengths of Capital Prep in action. Upon enrollment, all students are assigned an advisory (school family), welcomed to the community, supported, loved, and academically pushed to help them achieve as scholars and ultimately have a more successful life because of the opportunity and access the model provides. Capital Prep Middletown will not use screeners, will not establish barriers to entry, and will commit to helping students of any age and academic background as long as they are enrolled.

2. Educational Philosophy

The educational philosophy should address the diverse needs of the student population and should be founded on an understanding of effective, research-based educational practices and high standards for student learning. The educational philosophy should serve as the basis of the school’s pedagogical approach, curriculum, assessment, culture, and other elements that create a comprehensive educational program.

a. Describe the applicant’s core beliefs and values about education.

The following core beliefs have shaped Capital Prep’s innovative school model and reflect the founders’ philosophy about education and child development:

- Every student can learn and excel given the right conditions and learning environment.
- Schools must intentionally promote and establish a learning environment that is filled with love, respect, empathy, accountability, and responsibility necessary for the academic, personal, and social growth of every student.
- Consistent, positive interactions between students and adults in a loving environment and ongoing, supportive relationships with their families will enable student achievement at the highest levels.
- Parent and community engagement are vital to student success.

These core beliefs align with a pedagogical approach that adheres to three values: relationships, rigor, and relevance. This approach has been influenced by the International Center for Leadership in Education and the scholarly work of Willard R. Daggett, Ed.D. First, the school will create consistent, positive interactions between students and adults in a loving environment through the establishment of strong, continuing relationships with students and their families. This approach is more critical than ever before as many students became disengaged from school during remote and hybrid learning.⁴ Second, the school will ensure academic rigor as illustrated by the use of a standards-based grading system, a high-quality curriculum, and dual enrollment in college courses for upper students, and student-led conferences. Importantly, a strong system for delivering support and appropriate services will be provided to students with special educational or language needs to ensure access to a rigorous curriculum with quality educational standards for all students. Third, the school will ensure the relevance of scholars’ educational experiences through applied learning approaches such as project-based learning, action-based research projects, and service-learning opportunities. Through positive relationships with adults who support students as they develop positive self-esteem and work to meet the rigor of academically challenging and

⁴ Mason, V. L., & Grover, D. T. (2020, October 21). *Addressing the SEL needs of students during & after covid-19*. International Center for Leadership in Education. Accessible online: <https://leadered.com/addressing-the-sel-needs-of-students-during-after-covid-19/>

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culturally enriched curriculum with real world opportunities, all students will be able to succeed and excel intellectually and socially in a college or university environment.

The following design features are central to the model and describe the core beliefs and values in action.

High expectations for academic achievement and behavior are rooted in the Five Learner Expectations of the CP model: Collaborators, Problem Solvers, Researchers, Empathetic Citizens, and Pillars of Knowledge in their communities. Research has found that teachers' expectations about their students affect their interactions with those students and this in turn influences students' attitudes and "has a causal impact on students' educational attainment."⁵ The founders believe every student can learn and excel given the right conditions and learning environment. Love, respect, empathy, accountability, and responsibility are baked into the program to support academic and social growth for each student, an approach backed by research and the real-world experiences of the Capital Prep network.⁶ As Capital Prep faculty believe all students are bright and capable, they are referred to as "scholars."

Affective and Academic houses (two different teams) work together collaboratively as CPS fosters scholars to strengthen their academic and affective selves. The academic side offers support in teaching and learning, and the affective side provides scholars with social and emotional support. The school will provide a social and emotional focus through a formal advisory structure, a robust Student Assistance Team (SAT) approach, and the two-sport requirement. Through this comprehensive approach, students develop through meaningful relationships with staff, peers, and the community.

A longer school day and year allow for a significant amount of instructional time to be devoted to core academic subjects which ensures, first and foremost, mastery of the Learning Standards. It also provides time for meaningful study of and active engagement in social justice, world languages, the arts, physical education and further academic intervention and enrichment. The 201-day school year also mitigates the impact of summer learning loss that overwhelmingly impacts low-income minority students. Professor Caroline Hoxby found that "in the largest lottery-based evaluation of charter schools to date, we find that charter schools in New York City are having positive effects on the academic progress of the students who attend them. These effects are largest in charter schools that have extended the length of the school year"⁷ A study of elementary charter schools in New York City also found that 57% of high-achieving schools had increased instructional time over district schools compared to only 9% of low-achievement schools.⁸

Social Justice is the central theme of the model and supports students' growth as agents of change. Integrated as part of advisory beginning in kindergarten, and taught as an explicit subject in the upper grades, the social justice curriculum's spiraling essential questions and content themes are also reinforced throughout other content areas as they inform the curricular framework for each subject and are at times integrated within each content area in authentic ways. Research supports this approach as well. In *Teaching for Diversity and Social Justice*, Maurianne Adams demonstrated how cognitive development and social identity theories support social justice education, including the process of personal meaning-

⁵ Holt, S., and Papageorge, N. (2016), Who believes in me? The effect of student–teacher demographic match on teacher expectations, *Economics of Education Review*, volume 52, Issue (C), 209-224. Accessible online: <https://econpapers.repec.org/RePEc:eee:ecoedu:v:52:y:2016:i:c:p:209-224>

⁶ Teach Up for Excellence. Tomlinson, C.A. and Javrus, E.L (2012). For Each to Excel, Vol. 69, No. 5., pp.28-33, accessible online: <https://www.ascd.org/el/articles/teach-up-for-excellence>; and Blackwell, L., Trzesniewski, K., & Dweck, C.S. (2007). *Child Development*, accessible online: <https://sred.onlinelibrary.wiley.com/doi/10.1111/j.1467-8624.2007.00995.x>

⁷ Hoxby, C. M., & Murarka, S. (2008). New York City charter schools: how well are they teaching their students? *Education Next*, Volume 8, Issue (3), 54+.

⁸ Dobbie, Will, and Roland G. Fryer Jr. 2013. "Getting beneath the Veil of Effective Schools: Evidence from New York City." *American Economic Journal: Applied Economics*, 5 (4): 28-60.

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making, the value of cognitive dissonance, and the use of meta-cognitive skills.⁹ (2016) Additionally, the National Curriculum Standards for Social Studies state “Social studies programs should include experiences that provide for the study of how people create, interact with, and change structures of power, authority, and governance.”¹⁰ Capital Prep recognizes that students must connect the relevance of their academic work to the real world, which supports a project-based and problem-based learning approach to help students apply and build skills and knowledge to real world issues and come to view themselves as catalysts for change.¹¹

The Advisory Program supports the focus on students’ personal affective development in addition to their academic development and helps maintain a positive school culture. Unlike the advisories common in schools across the country, the Capital Prep Advisory encompasses the entire school ecosystem, including social justice, activism, academic prowess, and a familial community. Among the responsibilities of the faculty, advisors are to strengthen the relationship with their advisees and their learning environment; monitor the social, emotional, and academic development of the advisees; and promote their executive functioning and organizational management skills, thus preparing the students for the greater personal responsibility they must take on as they progress through the school and eventually onto college and the working world. In a review of research literature on advisory programs, Reino Makkonen found that “Generally, studies have shown that students who don’t feel an attachment to school staff are likely to have poorer attendance and to drop out more than students who feel that they are part of a supportive school environment.”¹²

Student-Led Conferences are used so scholars can present to their families what they have learned during the marking period. While parent-teacher conferences are typical of most schools, Capital Prep Middletown will implement the Student-Led Conference (SLC) technique. The SLC empowers students with the metacognitive skills necessary to promote their development as independent and reflective learners. Students lead presentations on their own learning and growth in two conferences with their parents and advisors each year, and present artifacts that have been collected as evidence of what they have learned. A study of traditional parent-teacher conferences found that “parents and teachers’ expectations of conferences are limited; teachers are not trained to conduct parent-teacher conferences; and conferences are overwhelmingly directed at problem-solution. Parent-teacher conferences are characterized by a client orientation to parents, rather than a partnership orientation to home-school relations.”¹³ The Capital Prep approach seeks to address this problem.

Early College Access through Partnerships with colleges give students an opportunity to take college courses and earn college credits while still in high school. Students experience the actual rigor of college and can potentially earn an associate degree concurrently with their high school diploma. In 2017 the Institute of Education Science at the U.S. Department of Education published a summary of findings from a systematic review of the evidence regarding dual enrollment programs. “Dual enrollment programs were found to have positive effects on students’ degree attainment (college), college access and enrollment, credit accumulation, completing high school, and general academic achievement (high school), with a medium to large extent of evidence. For the staying in high school, college readiness, and

⁹ Adams, M. (2016). *Teaching for Diversity and Social Justice*. Taylor and Francis.

¹⁰ <https://www.socialstudies.org/national-curriculum-standards-social-studies-chapter-2-themes-social-studies>

¹¹ Daggett, W.R. (2005). *Achieving Academic Excellence through Rigor and Relevance*. International Center for Leadership in Education. Accessible online:

<https://www.cbsd.org/cms/lib/PA01916442/Centricity/Domain/2713/Achieving%20Academic%20Excellence.pdf>

¹² Makkonen, R. (2004). Advisory Program and Research Evaluation. *Horace, The Journal of the Coalition of Essential Schools*. Vol. 20, No. 4 p. 11+. Accessible online: <http://essentialschools.org/horace-issues/advisory-program-research-and-evaluation/>

¹³ Lemmer, E. M. (2012). Who’s doing the talking? Teacher and parent experiences of parent-teacher conferences. *SA Journal of Education*, Vol 32, No 1. Accessed online: <http://www.sajournalofeducation.co.za/index.php/saje/article/view/460>

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attendance (high school) domains, dual enrollment programs had potentially positive effects with a small extent of evidence.” Additionally, The Community College Research Center (CCRC) at Teachers College, Columbia University has conducted studies in Florida, New York, and California and found that dual enrollment participation is positively related to a range of college outcomes, including college enrollment and persistence, greater credit accumulation, and higher college GPA.¹⁴ Capital Prep scholars will gain confidence and increased morale around the college-going process through this early college exposure.

Athletics: The unique two sport requirement employs the Sports Education Model¹⁵ and expects each high school student to participate in two school sports annually. Competitive sports align with the Learner Expectations as students learn important life lessons about teamwork, persistence, problem solving and fair play. Participation in school sports has been associated with higher GPAs, favorable perceptions of school safety, and increased perceptions of family and teacher/community support.¹⁶ The number of hours scholars accumulate through this requirement far exceeds what is offered through a traditional physical education program.

Robust professional development (PD) designed to improve the key competencies of teaching staff is critical to ensuring student mastery of Learning Standards and our Five Learner Expectations. PD will focus on leadership development through regular opportunities for teachers to collaborate in grade-level and content teams as well as to receive formal ongoing coaching and mentoring from school and CPS leadership informed by Individualized Illuminator Plans. There is strong evidence that one-shot professional development workshops are ineffective and that long-term, embedded professional development is a critical factor in raising student achievement. In a review of evidence on how teacher professional development affects student achievement, the federal government’s What Works Clearinghouse found that “teachers who receive substantial professional development—an average of 49 hours in the nine studies—can boost their students’ achievement by about 21 percentile points.¹⁷

b. Demonstrate that the philosophy will serve the diverse needs of individual students.

The founders of Capital Prep intentionally crafted a model that would meet scholars where they are academically and socially-emotionally and lift them to where they need to be – toward graduation and college access. Using the philosophical principles and values described above, Capital Prep Middletown will meet the needs of diverse learners. The school will use personalized and targeted supports delivered through high-quality Tier 1 instruction, Response to Intervention/Scientific Research Based Intervention when warranted, and strong affective approaches for all scholars that are individualized to their social-emotional development. It is a child-centered, whole-child approach that recognizes each scholar has the potential to achieve excellence, and the model’s features are time-tested, and research backed.

¹⁴ Community College Research Center, Teachers College at Columbia University (2012). What We Know About Dual Enrollment, A Research Overview. Accessible online: <https://ccrc.tc.columbia.edu/media/k2/attachments/dual-enrollment-research-overview.pdf>

¹⁵ Tendinha, R., Alves, M. D., Freitas, T., Appleton, G., Gonçalves, L., Ihle, A., Gouveia, É. R., & Marques, A. (2021, July 11). *Impact of sports education model in physical education on students' motivation: A systematic review*. Children (Basel, Switzerland). Available online: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8306659/>

¹⁶ Boekel, Martin & Bulut, Okan & Stanke, Luke & Palma, Jose & Jang, Yoojeong & Kang, Youngsoon & Nickodem, Kyle. (2016). Effects of participation in school sports on academic and social functioning. *Journal of Applied Developmental Psychology*. 46. 31-40.

¹⁷ Yoon, K. S., Duncan, T., Lee, S. W.-Y., Scarloss, B., & Shapley, K. (2007). Reviewing the evidence on how teacher professional development affects student achievement (Issues & Answers Report, REL 2007–No. 033). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest. Retrieved from <http://ies.ed.gov/ncee/edlabs>

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Capital Prep seeks to address the achievement gaps found in black and Hispanic communities by infusing elements of academic models that have been successful in supporting students from historically disadvantaged populations. These models include Upward Bound, Student Support Services, and Veterans' Upward Bound, which have bolstered college acceptance rates. This combination makes sense in light of research indicating the root of many achievement gaps can be linked to, at least in part, the schools that students attended and parental educational levels.¹⁸

Central to Capital Prep's philosophy is high expectations, and that the process of addressing students' previously unmet academic and behavioral needs is possible to accomplish without lowering standards. In fact, maintaining an emphasis on high expectations for achievement and behavior is pivotal to success, which is why it is a specifically articulated design element. The model also incorporates research regarding healthy childhood development. For example, the CPREP Learner Expectations were developed in alignment with the habits of success growth mindset and the relationship between social emotional learning and academic achievement. These expectations are integrated in the curriculum and instructional strategies throughout the school year because research has found that the way students approach learning is as important as the content and delivery of learning. The skills considered to be part of healthy development and school readiness are drawn from the fields of neuroscience and child development and include having strong bonds with adults, emotional security, and the skills to cope and manage stress.¹⁹ The program also addresses academic skills gaps or remediation needs by requiring students work at their own pace using digital learning platforms such as i-Ready and MAP Accelerator that adjust to meet their personal needs. This occurs concurrently with all students experiencing on-grade classroom instruction.

The diverse needs of the student population will also be met through the model's focus on a student-centered, data-driven instructional approach. This is critical to address the various needs of individual students, including English language learners and students with disabilities, as well as any struggling students, as it is designed to support highly differentiated instruction. Capital Prep Middletown will consistently use data to drill down into which scholars and/or illuminators are struggling and why. Data will be used to support important tasks such as: identifying areas of need; collaborating and delivering professional development to meet these needs; outlining plans for individuals, groups, the whole school and across the network; analyzing areas of strength and re-designing differentiation plans; tasking small groups to create targeted actionable responses with clear timelines and review; creating feedback tools; and, reviewing data and performance comprehensively to determine additional next steps.

The use of a culturally relevant, high-quality curriculum across grades K-12 and the Affective Domain structure are also important strengths that help meet the needs of diverse learners. The curriculum framework the school will offer is designed as a K-12, interdisciplinary unit studying the effects of and solutions to social injustices in students' local and global communities. As described above, the Capital Prep team is dedicated to operating schools in areas where students have been traditionally underserved, and to constantly filling available seats to provide a college preparatory learning experience to those who would otherwise have been left behind. Many students enter Capital Prep schools behind in their academic skills, and at the high school level, behind in their credit accumulation. The Advisory Program and Individual Learner Plans are 100 percent tailored to each scholar and their diverse needs. Illuminators

¹⁸ Bickel, R., Hawley, C., Williams, T., and Glascock, C. (2001, October 8). "High School Size, Achievement Equity, and Costs: Robust Interaction Effects and Tentative Results." Education Policy Analysis Archives, 9(40).

¹⁹ Stafford-Brizard, K. B. (2016). Building blocks for learning: A framework for comprehensive student development. Accessible online: <http://www.turnaroundusa.org/wp-content/uploads/2016/03/Turnaround-for-Children-Building-Blocks-for-Learningx-2.pdf>

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serve as advisors through this intentional approach which builds healthy relationships between teachers and students to help facilitate academic achievement and maintain a strong and positive school culture.

Through these strategies, the Capital Prep philosophy and program comprehensively serve those students who are most at-risk of being left behind by a system that is unable or unwilling to adapt and change to meet their needs. All students are seen as individuals, with teams in place to help identify their needs, set goals, make plans to accomplish those goals, and adjust as necessary.

c. Explain how the philosophy will lead to student academic achievement.

Through a combination of research and real-world success, the founders of Capital Prep Middletown know the school will lead to positive academic outcomes for its scholars. Capital Prep began as an Upward Bound summer program created by Dr. Steve Perry, Capital Preparatory Schools' Head of Schools. The Upward Bound program he created was a social-emotional and academic program for first generation college students, most of whom were economically disadvantaged students of color. That program was transformed into Capital Preparatory Magnet School, a Hartford Public School, which achieved international acclaim for its ability to erase the achievement gap and send 100% of its graduates to four-year colleges. After working for 10 years with the Hartford Public Schools operating the magnet school, the team began supporting families through the charter model in 2015. Today, the flagship charter school in Bridgeport, Capital Prep Harbor, serves grades K-12 on two campuses and has had 100 percent of its graduates accepted to four-year colleges since its opening. This level of college acceptance began in the Hartford magnet school and has continued through the network's tenure, which now also includes two charter schools operating in New York. Across the network, 100 percent of graduates have had a four-year college option available to them, every year.

These results are possible because the philosophy results in a comprehensive approach to developing an ecosystem including social justice, activism, academic prowess, and a familial community ensures students will achieve academically and in terms of social-emotional development. Through personalized learning and affective support, each scholar will be an active participant in their learning journey as they work toward and beyond proficiency against standards and develop as critical thinkers and agents of change. Research has shown that models such as Upward Bound, which provided the foundation for the Capital Prep design, have been effective at supporting students who have historically faced enormous hurdles to college and university access.²⁰ According to one examination of Upward Bound, of all the participants enrolled in postsecondary education, 74 percent were enrolled in a four-year institution and 25 percent in a two-year institution.²¹ Critical aspects of the model are also supported by research showing benefits to students. For example, the use of data-driven instruction is also backed as a strategy by extensive research.²² Further, the field of education widely recognizes the impact of developing critical thinking skills and linking classroom learning to problems of practice in the community and world, which is central to the model, as this helps prepare scholars for future employment success and life beyond high school.²³ Additional supporting evidence for various components of the model is cited above in 1.2 (a) and (b).

²⁰ Cahalan, M. W. & Curtin, T. R. (2001). Research Triangle Institute Prepared A Profile of the Upward Bound Programs 2000-2001 for the U.S. Department of Education Office of Postsecondary Education Federal TRIO Programs.

²¹ *Ibid*

²² Lewis, D., Madison-Harris, R., Muoneke, A., and Times, C. Using Data to Guide Instruction and Improve Student Learning. Originally published in *SEDL Letter* Volume XXII, Number 2, Linking Research and Practice, now archived and accessible online: <https://sedl.org/pubs/sedl-letter/v22n02/using-data.html>.

²³ *Critical Thinking: How to Prepare Students for a Rapidly Changing World*, Paul, R. (1995). The Foundation for Critical Thinking.

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While such scholarly examinations are useful, they do not tell the entire story, however. The founders are confident the philosophy will lead to student success because it has already done so. Please refer to Section II, (g) (a) for an overview of outcome data from the existing network schools. In addition, it is important to note that there are many other indicators of success that demonstrate how the model supports students in comprehensive ways to maximally impact their positive life outcomes. For example, Capital Prep seniors have graduated and been accepted into four-year colleges for 17 consecutive years. The college enrollment rate also is high - Capital Prep Harbor's six-year average (from 2016-2021) of students enrolling in college within the first year after high school is strong at 80 percent, despite the recent decline in college enrollment across the country. This figure is all the more impressive in the context of the recent notable drop in college enrollment and persistence. According to the 2021 National Student Clearinghouse Research Center, there has been a notable drop in the overall persistence rate, which the entity concluded is a one-year pandemic-related and unprecedented drop.²⁴ Further, Capital Prep Harbor was recognized in February, March, and April 2022 for its high FAFSA student completion rate.²⁵ As of May 2022, Harbor led the state as having one of the highest overall completion rates at 85.3 percent. In an email from the State Department of Education, the school was applauded as a stellar example of how schools can work to ensure students have the resources to succeed in their postsecondary pursuits.

In Connecticut, Capital Prep Harbor is a leader in educator diversity. According to data provided in Edsight.org, the school is ranked number 2 in the state for educator diversity.²⁶ In 2021-22, 52 percent of the instructional staff identified as educators of color, which reflects an intentional hiring strategy supported by research showing exposure to teachers of color is an important factor in student success.²⁷ Capital Prep has been working collaboratively with the NAACP to support proposals aimed at improving the human talent situation for schools across the state. The Capital Prep team has helped support efforts such as recalibrating expectations for the Praxis tests and granting reciprocity to certified educators from Puerto Rico. Capital Prep was asked to conduct a professional development session by the Connecticut Department of Education's Turnaround Office, in recognition of the model's exemplary approach to elevating student voice in the classroom. The session, titled Leveraging Student Voice to Spark Change, was recorded and a copy of the presentation and recording are accessible online.²⁸ The network was honored with the opportunity to present this professional development session in recognition of the successful approach being used by Capital Prep schools to help students evolve as agents of change.

3. Curriculum

Charter schools have the freedom to choose and/or develop curriculum models that best reflect the mission and educational philosophy of the school, and that best serve the needs of the anticipated student population. The curriculum must align (or be developed in accordance) with education standards adopted by the Connecticut State Board of Education, which include Connecticut Core Standards (CCS) for English language arts and mathematics, Next Generation Science Standards (NGSS) for science, National School Library Standards and the Connecticut State Frameworks for all other areas of study.

²⁴ NSC Blog (June 8, 2021). College Persistence Rate Drops an Unprecedented 2 Percentage Points. Accessible online: <https://www.studentclearinghouse.org/nscblog/college-persistence-rate-drops-an-unprecedented-2-percentage-points/>

²⁵ <https://portal.ct.gov/SDE/Performance/FAFSA-Completion>

²⁶ Data retrieved from https://public-edsight.ct.gov/Educators/Educator-Diversity-Dashboard/Educator-Diversity-Export?language=en_US

²⁷ Strauss, Valerie (August 29, 2020). Why Black teachers matter to Black and White Kids. The Washington Post. Accessible online: <https://www.washingtonpost.com/education/2020/08/29/why-black-teachers-matter-black-white-kids-book-excerpt/>; also, Edutopia (June 26, 2020). Why Teachers of Color Matter for Students of Color to Succeed. Accessible online: <https://www.edutopia.org/video/why-teachers-color-matter-students-color-succeed>.

²⁸ Presentation link: <https://portal.ct.gov/-/media/SDE/Turnaround/Professional-Learning/CPHS-Student-Voice.pdf>

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- a. **In addition, please provide research on the curricula, including citations, that demonstrates the potential of the curriculum to result in high student achievement. Explain the process utilized to identify or develop the curriculum and provide the criteria for selecting the curriculum.**

The mission-aligned curriculum framework is designed as a K-12, interdisciplinary unit studying the effects of and solutions to social injustices in students' local and global communities. The curriculum is explicitly aligned with the Connecticut Core Standards for mathematics and English language arts, the Next Generation Science Standards, and all other applicable frameworks including the National School Library Standards. Capital Prep Middletown will use both adopted curricular resources as well as those developed by the network team. Across subjects and grades, CPS has developed a suite of materials to support illuminators and building administrators as they implement the curriculum, including items such as priority standards lists in English, math, and science across grades K-12, scope and sequence documents, course pathways, and documents to support Tier 1 instruction and RTI.

As most scholars are expected to enter Capital Prep Middletown below grade level proficiency, it is imperative that the curriculum both aligns with standards and is able to meet the needs of students upon entry. Therefore, students are offered both on-grade classroom instruction while they also work to strengthen skills through remediation and reteach, often using digital platforms that adjust in response to personal needs. This approach has been continually developed and informed by the patterns of enrollment and academic need the network has witnessed across its currently operating schools in Bridgeport, Harlem, and the Bronx, and research has shown it allows for accelerated learning for scholars who have been negatively impacted by the pandemic and remote learning.^{29 30} Capital Prep's model provides remediation which occurs simultaneously with grade-level instruction – it is not either or; it is important to provide both. To help students move to grade-level and more challenging work as quickly as possible, CPS has been intentional about building out curricula that offers on-grade materials as well as those necessary to support remediation and acceleration. Some of these curricular resources are acquired, and many others are staff-developed and proprietary to the network. Curricular materials, whether developed by CPS in-house or adopted from existing sources, are continually examined for alignment, efficacy, and the goal of keeping all scholars on-track to attend college upon graduation. This is especially important as the network uses standards-based grading as an instructional strategy.

The Capital Prep Blueprint - Essential Questions Guiding Units of Instruction

The curriculum and units of instruction for courses and subjects are aligned to standards and crafted with fidelity to the social justice mission. At Capital Prep, learning is organized into quints across two semesters. The Capital Prep Blueprint is an educational outline that explains how the curriculum will prepare scholars to become socially just and active members of their communities by identifying vertically spiraling Essential Questions to guide study across grades and quints. Social justice is the equitable distribution of access to information, political and economic resources, and these concepts come to life for scholars through strategies such as project-based learning. A Capital Prep scholar learns to identify, analyze, and addresses disparities in access to resources and opportunities. Although the Learner Expectations (LEs) are integrated throughout the year, the Blueprint identifies one of the LEs as a focus for each quint. The Capital Prep Social Justice Matrix empowers scholars to explore a different Essential Question each year, with opportunities to re-evaluate and modify their understanding of previously taught

²⁹ Darling-Hammond, L., & Edgerton, A. K. (2022, June 8). *Accelerating learning as we build back better*. Learning Policy Institute. Accessible online: <https://learningpolicyinstitute.org/blog/covid-accelerated-learning-build-back-better>.

³⁰ Hirsh, Stephanie (2020, September 1). *How to accelerate learning for all students in the 2020–21 school year: Professional learning for educators*. Accessible online: <https://www.carnegie.org/our-work/article/how-accelerate-learning-all-students-202021-school-year/>

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social justice strands in the context of their current studies. This process culminates in the required Senior Social Justice Project, in which scholars identify, research, create, and implement a plan of action to address a social injustice in their community or beyond (please see 4 (a) for details).

The Essential Questions and Learner Expectations are the lenses through which illuminators and CPS leaders design and implement the educational program. This approach to integrating themes of social justice across grades and content areas is informed by twenty years of extensive social justice work with youth. The Blueprint displays the progression (by grade) that illuminators and scholars navigate as they develop critical thinking and understanding of communities in alignment with the CPREP Learner Expectations. Learner Expectation grading rubrics have been developed with clear and detailed explanations of the skills scholars are expected to develop, master and practice at each level. These tools work together with academic proficiency rubrics aligned to the appropriate learning standards. Much like academic skills, CPREP Learner Expectations (LEs) build over time; what is expected of a “collaborator” or “problem solver” in Kindergarten, 4th, or 7th grade is not the same as what is expected of a senior. As noted above, the progression culminates in the senior project. The progression runs from K-5, with a mini-social justice capstone project in grade 5 as scholars are promoted to grade 6. In grade 6 the progression begins again – the chart below shows how the Essential Questions begin again at this time.

The Social Justice Matrix

Grade	Essential Question			
Kindergarten	<i>Who am I?</i>			
Grade 1	<i>What groups do I belong to? What groups do people think I belong to?</i>			
Grade 2	<i>How does the study of other groups help me understand the communities I belong to?</i>			
Grade 3	<i>How does the way groups define themselves affect the relationship among communities?</i>			
Grade 4	<i>What are the external factors affecting the way groups define themselves?</i>			
Grade 5	<i>SJP: How do social injustices affect communities? What can I/we do about it?</i>			
Grade 6	<i>Who am I?</i>			
Grade 7	<i>What groups do I belong to? What groups do people think I belong to?</i>			
Grade 8	<i>How does the study of other groups help me understand the communities I belong to?</i>			
Grade 9	<i>How does the way groups define themselves affect the relationship among communities?</i>			
Grade 10	<i>What are the external factors affecting the way groups define themselves?</i>			
Grade 11	<i>How do social injustices affect communities? What can we do about it?</i>			
Grade 12	<i>SJP: How do I address social injustices in the community?</i>			
Social Justice Themes				
Human Diversity, Globalization, Equity and Power, Problems of Well-Being				
Learner Expectation Focus				
Q1: Collaborator	Q2: Problem Solver	Q3: Researcher	Q4: Empathetic Citizen	Q5: Pillar of Knowledge

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The social justice themes are incorporated across grades and quints. For example, Human Diversity is a theme that examines issues of age, race/ethnicity, gender, religion, sexual orientation, and ability - issues that could be addressed by each of the LEs. Other examples of social justice content themes include: Globalization (environmental design, population science, technology, war, conflict); Equity/Power (class, poverty, employment, access to education, urbanization); and Problems of Well-Being (personal health, disease, health care, alcohol/substance abuse, crime, violence, the justice system, family issues).

Documented and Aligned Curriculum for K-12

A variety of commercial and network-created curricula will be used at Capital Prep Middletown. The network will provide robust and high-quality resources that have evolved over time in alignment with the mission and model, with a particular emphasis on how to best serve the intended student population. Illuminators will use these documents to inform their intellectual prep (intellectual prep is the CPS term for lesson design and preparation). Key resources include:

- Scope and sequence documents, which provide an overview of the year-long program at a glance.
- Playlists, which provide a playbook of resources for illuminators to use to teach and communicate the expectations of their class to ensure an accelerated path to grade level proficiency.
- Weekly pacing guides, which provide the objectives and standards to be studied and assessed each week.
- Pathways documents in grades 6-12, which outline course progressions and course descriptions.
- Syllabi, to support scholar and family communication by providing what scholars experience each week using accessible terms and language.

The adoption, creation, and refinement of curriculum materials represent a critical partnership between school-based staff and the experts provided by CPS at the network level. The network has developed a set of criteria that guide the process of identifying, selecting, or developing resources. These criteria include evaluating the following:

- Whether the curriculum/materials supports the development of agents of change in alignment with the Blueprint and Learner expectations.
- Whether the curriculum/materials focuses on big ideas and/or essential questions.
- Whether the curriculum/materials require learners to be thoughtful, reflective, and use high-level skills.
- Whether the curriculum/materials include valid and varied assessments, both traditional and performance based.
- Whether the curriculum/materials contain effective and engaging activities.
- Whether the curriculum/materials continually revisit big ideas.
- Whether the curriculum/materials reflect a developmentally appropriate approach to student learning.
- Whether the curriculum/materials are geared to the diverse abilities, interests, and needs of students.
- Whether the curriculum is based on text alone, or if it includes many types of materials including technology-based learning.
- Whether the curriculum/materials encourage interdisciplinary connections.
- Whether the curriculum/materials and instructional plans are well organized and easy to use.
- Whether outside experiences, including family and community involvement, are part of the learning experience.

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- Whether the curriculum/materials meet the needs of the student population and incorporate Connecticut state and Common Core learning standards.
- Whether the curriculum/materials are culturally responsive and relevant.

Highlights of the Capital Prep curriculum and coursework are described below by subject area.

Math: The Capital Prep mathematics curriculum is aligned to the state’s Core Standards with a focus on problem-solving. The curriculum of each course prioritizes conceptual understanding as well as numerical fluency and application. Math instruction prioritizes depth of knowledge rather than breadth of topics with an emphasis on skill mastery and logical progressions from grade-to-grade. Critical thinking is encouraged and taught by challenging scholars to think through “why” and “how” to support inquiry and investigation of key concepts in alignment with the school mission. For example, scholars may examine racial profiling data in a probability lesson. Standards-based online programs will supplement the curriculum and instruction for both remediation, assessment, and practice. Capital Preparatory scholars must earn credit in Algebra, Geometry, Algebra 2, Financial Literacy Algebra, as well as earn a fifth credit in mathematics to meet graduation requirements. The NGPF Financial Algebra course will be offered in 11th and 12th grades, and Calculus 1 will be as well.

The foundational curriculum is Eureka Math from Great Minds, which was found by EdReports.org to be aligned to the standards and a leader among reviewed curricula for its rigor, focus, and usability.³¹ Eureka Math is a PK-12 program that was explicitly designed to address the Common Core Learning Standards in math. As noted above, Capital Prep’s approach to math addresses a major suggestion from Student Achievement Partners’ Achieve the Core³²: scholars who have been negatively impacted by the pandemic and remote learning will acquire grade-level proficiency more quickly if remediation occurs simultaneously with on-grade instruction. Accordingly, programs such as Zearn, Khan Academy, IXL and NWEA’s MAP Accelerator are used to foster scholar proficiency in grade-level skills by reviewing foundational skills embedded in the least restrictive standards (LRS), actively engaging scholars in authentic problem-solving, re-teaching topics discussed in the grade-level mathematics course and providing opportunities to interact with enrichment skills needed for success in future courses.

English Language Arts (ELA): The ELA curriculum is aligned to the Connecticut Core Standards with an emphasis on mastery of skills in reading, writing, speaking, listening, and language. In K-2, foundational reading programs that concentrate on early literacy skills with a particular investment in phonics will be used, including Readers and Writers Workshop and Wilson’s Foundations. Foundations actually goes beyond phonics by addressing the total word structure (syllables, patterns, affixes, and the rules of written language). In this way the early literacy program is solidly grounded in phonics, but also goes further by helping students learn to decode as well as recognize written words, which is consistent with research regarding reading development.³³

The Capital Prep curriculum incorporates Lavinia in grades 3-8, both Close Reading for Meaning and Insight Humanities, which come with extensive curricular resources and a suite of services that includes professional development. As described by the publisher’s website, Lavinia’s Insight Humanities is a

³¹ Great Minds (April 2016). Eureka Math Still Top-Rated Curriculum – By Far. Accessible online: https://s3.greatminds.org/documents/attachments/000/000/207/original/EUREKA_EdReports_2016-Apr.pdf?1464110625; see also EdReports 2015 review, which shows the curriculum meets expectations, accessible online: <https://www.edreports.org/reports/overview/eureka-math-2015>

³² Student Achievement Partners is an industry recognized education nonprofit dedicated to promoting standards-aligned instruction. <https://achievethecore.org/>

³³ Nation, K., & Castles, A. (2017). Putting the learning in orthographic learning. In K. Cain, D. Compton, & R. Parrilla (Eds.), *Theories of reading development* (pp. 147–168). Amsterdam, The Netherlands: John Benjamins.

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multicultural, project-based, and integrated reading, writing and social studies curriculum. The Close Meaning for Reading approach teaches complex texts that are above grade-level. Illuminators will build scholars' understanding and development of transferable skills that can be used across content areas, with a specific focus on reading, writing, and discourse. The Lavinia Group has proven literacy outcomes. From 2015 to 2019, schools using the curriculum grew by a range of 28 percent to 41 percent on the New York State ELA exams, compared to 17 percent growth among New York City schools during the same period. The rate of average proficiency exceeded both the New York City and New York State averages in 2019 by a wide margin as well (58 percent in Lavinia Group schools versus 47 percent and 45 percent for New York City and New York State).³⁴ In high school, the modules from EngageNY and resources from the College Board are used for a Pre-AP foundational skills course which scholars typically take in 9th or 10th grade. Advanced Placement courses will be offered to students in high school as well using College Board resources. In high school, Capital Preparatory scholars must earn at least four English credits towards nine Humanities credits to meet graduation requirements.

Across K-12, the ELA curriculum integrates technology and the exploration of real-world, social justice issues, in both literature and informational text. Close reading strategies are used to draw evidence and knowledge from both fiction and non-fiction works in a variety of formats. Students work through texts of increasing complexity as they progress. The chosen texts are culturally relevant and align with the social justice mission of the school. Classes read novels such as *The Immortal Life of Henrietta Lacks* and *The Hate U Give* while using strategies such as guided practice, interactive classrooms, and an emphasis on grammar, usage, and mechanics. Additionally, Dr. Robert A. Pauker's Method of Structured Writing and Thinking has been incorporated across disciplines to support research and writing. Illuminators infuse writing instruction into lessons daily and scholars create writing products to heighten their comprehension and long-term recall while building writing skills. As with math, foundational skills are practiced as students work at their own pace using i-Ready

Science: The science curriculum is aligned to the Next Generation Science Standards with a focus on real-world application. An intentional focus is placed on developing content knowledge, and scholars' ability to analyze, evaluate, and apply concepts to formulate hypotheses, use scientific inquiry techniques and confront real-world challenges such as disease and disruption of homeostasis, climate change and the human impact, and genetics. Amplify Science will be used in grades K-8. The creators of Amplify Science, UC Berkeley's Lawrence Hall of Science, developed the program's signature "Do, Talk, Read, Write, Visualize" approach, a multimodal approach research has shown to be effective. The program is grounded in the best practices according to current research, and also is supported by field tests and studies initiated by the creators to document its efficacy.³⁵

In K-4, scholars will experience two periods of science each week; beginning in 5th grade, scholars will receive science instruction daily. The Amplify Curriculum is hands-on for extreme engagement, exploration, and encouragement. This cross-curricular program is literacy-based and NGSS aligned and also receives high marks from EdReports. It provides real-world connections and applications with problem-solving and inquiry-based instruction that can be accessed both digitally and in print form. Scholars will work to build reasoning and critical thinking skills as they grow to become agents of change as collaborators, problem solvers, researchers, empathetic citizens, and pillars of knowledge. In the high school grades, resources from New Visions are used for Earth Science and Biology, and Prentice Hall Chemistry will be used for Chemistry. The Physics, Principles with Applications program will be

³⁴ Performance data pulled from The Lavinia Group's website: <https://laviniagroup.org/impact/>

³⁵ Amplify Education, Inc. (2019). Amplify Science: The research behind the program. Accessible online: chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://amplify.com/wp-content/uploads/2019/12/AS_The-research-behind-the-program.pdf.

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used for Physics. Capital Preparatory scholars must earn credit in Earth Science, Biology, Chemistry, and Physics to meet graduation requirements.

Social Studies/History, and Social Justice: The courses and curriculum in this subject area are designed to help scholars develop into skilled, informed, college-ready, and responsible social justice agents of change. The approach aligns with the National Curriculum Standards for Social Studies which states “Social studies programs should include experiences that provide for the study of how people create, interact with, and change structures of power, authority, and governance.”³⁶ Empathetic values provide a lens to examine and solve problems at the local, national, and global levels to help scholars understand the interconnectedness and interdependence of the world. Controversial and complex social justice issues such as misogyny, internalized racism/colorism, and gender norms are examined using historical research and civics-based skills. At Capital Prep Middletown, social justice classes will be taken concurrently with a paired traditional social studies class beginning in 7th grade. At the elementary level, social justice will be infused in Advisory.

The Capital Prep Harbor School Social Studies and History curriculum is structured around the Connecticut Core State Standards in reading informational text, writing, and speaking and listening. Students explore history, geography, economics, political science, and more. A unique component of the Capital Prep Social Studies department is its offering of social justice courses and its Senior Social Justice Project capstone. For this capstone, students explore a social justice issue and create an action plan to address the inequalities or issues within their community (the Social Justice Project is further explained in the instructional strategies narrative below). Capital Preparatory scholars will earn at least four History credits towards nine Humanities credits with 9th Grade US History and Civics and Economics credits required, along with a successfully completed Social Justice Project to meet graduation requirements. Resources from McGraw Hill will be used for Social Studies and History in middle and high school grades. During senior year an elective is also offered titled African American and Puerto Rican Studies, which was developed by CPS. The Social Justice curriculum used in the social justice classes running concurrently with Social Studies and History has also been developed by CPS.

Physical Education and Wellbeing: As the faculty and staff at Capital Preparatory Schools fosters an educational environment that creates opportunities for scholars to realize and fulfill their social, academic, and civic responsibilities, the culture of a healthy lifestyle for scholars will be promoted. It is imperative that Capital Preparatory School scholars gain a life-long health consciousness to realize their physical, emotional as well as mental potential. In the lower grades the Middletown Principal will oversee the physical education illuminator who will be responsible for conducting classes that are standards-aligned and impactful for scholars.

In the upper grades, Middletown will use a two-sport requirement to fulfill Physical Education credits and to ensure scholars’ health and well-being, an approach used at the other schools in the Capital Prep network. The requirement that high school scholars participate in two sports for a full season each year as either a player or as support staff, which has an additional benefit beyond fulfilling Physical Education (PE) credits, it has resulted in higher student engagement at the network’s existing schools. Additionally, the approach is research-backed, as participation in school sports has been associated with higher GPAs, favorable perceptions of school safety, and increased perceptions of family and teacher/community support.³⁷ Sports require personal commitment, hard work and teamwork, and these traits translate into life beyond high school. Sports are also positively associated with physical well-being and student self-esteem. Capital Prep’s existing partnerships with Institutions of Higher Education have affirmed that they

³⁶ <https://www.socialstudies.org/national-curriculum-standards-social-studies-chapter-2-themes-social-studies>

³⁷ Boekel, Martin & Bulut, Okan & Stanke, Luke & Palma, Jose & Jang, Yoojeong & Kang, Youngsoon & Nickodem, Kyle. (2016). Effects of participation in school sports on academic and social functioning. *Journal of Applied Developmental Psychology*. 46. 31-40. 10.1016/j.appdev.2016.05.002.

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are looking for well-rounded students who have demonstrated perseverance and commitment. Managing the time required to compete in sports while also balancing school, social activities and family obligations is similar to the experiences and challenges scholars will experience in college. The scholars who participate in and complete sports seasons demonstrate an ability to manage their time and not give up when juggling a variety of activities and obligations. This makes them stronger candidates for admittance at four-year colleges and universities. Inclusive lessons/practice plans, created by certified physical education teachers, will be designed for the participation of all scholars regardless of their level of physical proficiency. The model offers approximately 2,500 hours of physical fitness in comparison to the approximately 240 hours offered through traditional PE models.

Spanish: Capital Prep Middletown will initially offer Spanish starting in middle school. The curriculum in middle school will provide scholars the opportunity to expand their communication ability at the novice and intermediate levels in Spanish. This is accomplished through vocabulary acquisition and developing a strong understanding of how language works. In high school, the curriculum shifts to support oral and written communication in alignment with the National Standards for Learning Languages and state standards, which works to support the reading, writing, speaking/listening and language strands of the state standards in English language arts. The high school curriculum provides the opportunity to reach intermediate and advanced proficiency levels in verbal and written communication. Students learn to manipulate the target language for more sophisticated expression of their ideas through interpretive communication, comparisons, and reflection on the products and perspectives of the target cultures, cross-curricular connections, and acquisition and evaluation of information available only in the target language and its cultures. When appropriate, students may enroll in classes at partner institutions such as the University of Puerto Rico, for their language education.

b. Demonstrate that the curriculum is aligned to the CCS for English language arts and mathematics and the NGSS for science. In addition, please provide research on the curricula, including citations that demonstrates the potential of the curriculum to result in high student achievement.

The Capital Prep curriculum has already been implemented at Capital Prep Harbor, located in Bridgeport, as well as in Capital Prep Bronx and Capital Prep Harlem in New York. The robust curriculum incorporates programs and materials that are explicitly aligned to the Common Core standards in ELA, math, and science. The foundational programs being used, including Lavinia, Eureka Math, and Amplify are widely recognized as high-quality and standards aligned, with a likelihood of resulting in student achievement. Additionally, the Capital Prep program has been recognized as Common Core standards-aligned, including during the network's most recent charter renewal, as documented by Capital Prep Harlem's renewal report: "The school's curricula are aligned to state standards, and the supporting tools provide a bridge between the curricular framework and illuminators' daily lesson plans."³⁸

In ELA, Wilson Foundations and Readers and Writers Workshop provide the foundation in grades K-2 for a literacy-rich experience with an emphasis on phonics. The Wilson Foundations program is based on the Wilson Reading System principles and uses research-based materials and strategies in alignment with college- and career-ready state standards. The science of reading shows that five critical components are necessary to develop reading skills: phonemic awareness and phonics, fluency, vocabulary, and

³⁸ SUNY Charter Schools Institute (February 16, 2021). Renewal Recommendation Report Capital Preparatory Harlem Charter School. Accessible online: https://www.newyorkcharters.org/wp-content/uploads/2021/03/IIIA2_Capital-Preparatory-Harlem-Charter-School_Renewal-Recommendation-Report-3.pdf.

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comprehension.³⁹ The science of reading also has documented that these same foundational skills must be taught to anyone with reading deficits.⁴⁰ Accordingly, Capital Prep provides explicit instruction in these areas and has confidence in the Foundations program because it is grounded in this research. The program itself is also research-backed through field studies, which have produced evidence of effectiveness in driving student achievement. This research has been summarized by the publisher as follows: “Since the publication of Foundations, several impact and efficacy studies of thousands of kindergarten and first-grade students have been performed in schools across the United States. The consensus across these studies is that, when implemented properly, students using Foundations in Tiers 1 and 2 achieve greater gains in foundational literacy skills compared to students using programs previously implemented by the schools. These results held with English language learners (ELL) as well.”⁴¹ Teachers College Reading and Writing Workshop (TCRWP) methods will be employed – this approach is used in thousands of schools and districts around the world. Data reports compiled by the publisher demonstrate that the approach drives positive student achievement, supported by a comprehensive study conducted by the American Institutes for Research, as well as both state specific studies and individual case studies. The 2021 American Institutes for Research study documented the benefits to students as follows: “Beginning in the 2nd year following TCRWP implementation, however, we observed statistically significant increases in ELA scores among TCRWP-implementing schools, as compared with the matched comparison schools. Between 5 and 7 years following adoption, ELA scores in TCRWP schools were higher by 0.22–0.38 standard deviations, suggesting cumulative effects of use of the TCRWP approach.”⁴² ⁴³ ELA at Capital Prep Middletown will feature Lavinia, used in grades 3-8, which is standards-aligned and has research to support its likelihood of resulting in high student achievement. As was noted above, a four-year study of New York City schools using Lavinia showed growth that dramatically outperformed the district average. Specifically, “From 2015-2019, Lavinia Group partner schools grew between 28% and 41% on the NY ELA Exams compared to New York City schools who only grew 17% during the same time period.”⁴⁴ Lavinia is currently used in multiple states across the country, including Connecticut. Further, the Engage NY resources are explicitly standards-aligned, as they were created through an initiative of the New York State Board of Regents to address the Common Core Learning Standards.

As with the foundational ELA resources, Eureka Math is widely recognized as standards-aligned and high-quality. Eureka is among the most commonly implemented math curriculum and was created by Great Minds, formerly the EngageNY team, to explicitly address the Common Core standards. The approach develops strategic thinking and problem solving, which aligns with the Capital Prep philosophy and design and current research. It also reinforces the same approaches to models and solving problems throughout the grades, which helps students develop a deeper understanding of mathematical concepts. At the conceptual level, the curriculum was designed to address both procedural fluency and conceptual knowledge; in a research brief, Great Minds summarized a few key studies that reinforce the importance

³⁹ Stuebing, K. K., Barth, A. E., Cirino, P. T., Francis, D. J., & Fletcher, J. M. (2008). A response to recent reanalyses of the National Reading Panel Report: Effects of systematic phonics instruction are practically significant. *Journal of Educational Psychology*, 100(1), 123-134. doi: 10.1037/0022-0663.100.1.123

⁴⁰ Kruidenier, J. R., MacArthur, C. A., Wrigley, H. S. (2010). *Adult Education Literacy Instruction: A Review of the Research*. Washington DC: National Institute for Literacy.

⁴¹ Wilson Language Training Corporation (2020). Foundations Studies of Program Effectiveness. Accessible online: <https://www.wilsonlanguage.com/wp-content/uploads/2019/04/Foundations-Evidence-of-Effectiveness.pdf>

⁴² American Institutes for Research (January 2021). Teachers College Reading and Writing Project Study. Accessible online: <http://d17j94wz7065tl.cloudfront.net/calkins/AIR-UOS-Study-Technical-Brief-2021.pdf>

⁴³ Additional research regarding Teachers College Reading and Writing can be found online at: <https://www.unitsofstudy.com/research>

⁴⁴ Performance data pulled from The Lavinia Group’s website: <https://laviniagroup.org/impact/>

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of both.⁴⁵ For example, in the research brief, the authors cite research that documents how critical memorization can be, as it frees up working memory that can then be directed to complex concepts and thinking.⁴⁶ However, research also shows that developing conceptual knowledge of math can increase student retention and the ability to transfer the procedure flexibly, and it can reduce math anxiety.^{47 48} In light of this and other research, the Eureka Math program was intentionally crafted to help students gain a rich understanding of mathematical conceptual knowledge, but not at the total expense of memorization and skill fluency. EdReports has found that the program meets expectations in terms of standards-alignment and has also given it the same for usability.⁴⁹

The science program relies on Amplify Science in K-8 and is aligned to current standards. In fact, Amplify was specifically designed to meet 100 percent of the Next Generation Science Standards and serves as a complete program as it provides lesson plans, activities and materials, scientific texts, digital simulations, digital and physical models, and embedded formative and summative assessments. Students investigate real-world problems, which aligns with the school’s mission and philosophy, and learn to think, read, write, and argue like scientists. Amplify’s Science’s multimodal approach has been found to be effective for all students. The publisher summarized recent findings as follows:

“Three third-party gold standard studies (Cervetti, Barber, Dorph, Pearson, & Goldschmidt, 2012; Duesbury, Werblow, & Twyman, 2011; Wang & Herman, 2005) provide evidence that students who learn through the Do, Talk, Read, Write approach achieved more. Independent research groups, including The National Center for Research on Evaluation, Standards, and Student Testing at UCLA, compared students learning science through the Do, Talk, Read, Write approach to whatever curriculum was currently being used. Students using our Do, Talk, Read, Write approach benefited in a variety of ways:

1. Students achieved more in both science and literacy. Students engaging with our Do, Talk, Read, Write approach to learning science outperformed their peers on measures of both science and literacy: measures of science conceptual knowledge and science vocabulary. (Cervetti et al, 2012; Duesbury, Werblow, & Twyman, 2011; Wang and Herman, 2005).
2. Student writing and reading comprehension improved. Students who used our approach also performed equivalently to or higher than control students on measures of science reading comprehension and science writing—even though teachers reported spending less time teaching their usual literacy program (Cervetti et al, 2012). Compared with that of their peers, students’ writing included more use of evidence, more science vocabulary, more accurate use of science concepts, and arguments with stronger introductions and conclusions.

⁴⁵ Great Minds (2022). How to Help Students Build Deep Understanding of Math Concepts. Accessible online: <https://gm.greatminds.org/math/blog/eureka/how-to-guide-students-to-a-deep-understanding-of-math-concepts>

⁴⁶ Qin, Shaozheng, Soohyun Cho, Tianwen Chen, Miriam Rosenberg-Lee, David C. Geary, and Vinod Menon. 2014. “Hippocampal-Neocortical Functional Reorganization Underlies Children’s Cognitive Development.” *Nature Neuroscience*, 17(9), 1263–1269. <https://doi.org/10.1038/nn.3788>.

⁴⁷ Rittle-Johnson, Bethany, and Martha W. Alibali. 1999. “Conceptual and procedural knowledge of mathematics: Does one lead to the other?” *Journal of Educational Psychology*, 91(1), 175–189. <https://doi.org/10.1037/0022-0663.91.1.175>.

⁴⁸ Khoule, Alioune, Nana Osei Bonsu, and Hassan El Houari. 2017. “Impact of Conceptual and Procedural Knowledge on Students Mathematics Anxiety.” *International Journal of Educational Studies in Mathematics*, 4(1), 8–18. http://www.researchgate.net/publication/343019095_Impact_of_Conceptual_and_Procedural_Knowledge_on_Students_Mathematics_Anxiety.

⁴⁹ Please see: <https://www.edreports.org/reports/overview/eureka-math-2015>

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3. English Language Learners excelled. English Language Learners (ELLs) significantly outperformed other ELLs in reading comprehension, science vocabulary, and science content knowledge (Duesbury, Werblow, & Twyman, 2011).”⁵⁰

At the high school level, the curriculum developed by New Visions for Earth Science and Biology, the Prentice Hall Chemistry materials, and Physics, Principles with Applications materials are explicitly standards-aligned. Each emphasizes real-world problem solving and exploration that is likely to lead to student achievement. An intentional focus is placed on developing content knowledge, and scholars’ ability to apply, analyze, evaluate, and formulate hypotheses, use scientific inquiry techniques, and confront real-world challenges such as disease and disruption of homeostasis, climate change and the human impact, and genetics. Classes include the following high value strategies: close reading and literacy-based activities, such as annotating scientific articles and summarizing research to inform the acquisition of content knowledge; experiential learning through laboratory activities; data analysis to examine trends, patterns, and relationship; and reflection and self-assessment activities.

Further, it is imperative to recognize that Capital Prep is an existing and experienced charter management organization with ample expertise ensuring curriculum aligns properly with required standards and frameworks. The organization’s proprietary resources will be deployed at the new school to ensure the program is rolled out starting day one with an explicit alignment to standards. These proprietary materials are described below and serve as additional evidence of the program’s strong alignment to standards.

Playlists: One of the most critical sets of supporting documents provided by the network team to each CPS school are the “Quint Playlists” that have been created for illuminators as they implement the curriculum across disciplines in each quint. Each playlist identifies the specific standards being covered by the modules taught during the quint. The playlists are a comprehensive resource as they also provide a link to the scope and sequence for easy access, as well as a list of resources to be used for Tier 1 instruction and resources for inclusion and RTI. The playlists include a standards-aligned pacing guide that includes lesson objectives and formative assessment Exit Tickets to be used by illuminators. An example of a playlist is attached as Appendix B to demonstrate the curriculum alignment; playlists for additional quints or subjects also can be provided.

CPS Priority Standards: CPS Priority Standards (PS) are identified national standards that when focused upon provide accelerated access to grade-level proficiency, leverage for success on high-stakes assessments, and reach towards the acquisition of future grade-level skills. The emphasis on instruction, remediation, and enrichment of the Priority Standards will communicate to scholars, families, and other stakeholders the importance of instructional rigor and depth of knowledge within the classroom. CPS has developed Priority Standards in English, math, science, history, and social justice. In each area these align directly with Connecticut’s standards and are designed to leverage success for high-stakes assessments and reach towards the acquisition of future grade-level skills.

Lessons designed with PS central to their objectives will improve the likelihood that scholars will become grade-level proficient in an accelerated manner and demonstrate skill proficiency on high-stakes assessments. The PS lists also inform a vertical alignment providing illuminators with an understanding of skill commonalities amongst grades directly below and above their own. To be clear, all state standards are covered by the curriculum, and the Priority Standards set the foundation. The program’s prioritization of standards does not mean the elimination of grade-level skills not listed as priority. For each grade, a Grade Level Supporting Skill (GLSS) standard has been created to track a scholar’s path toward

⁵⁰ Amplify Education, Inc. (2019). Amplify Science: The research behind the program. Accessible online: https://amplify.com/wp-content/uploads/2019/12/AS_The-research-behind-the-program.pdf.

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proficiency in these skills. Tier I instruction in Priority Standards involves practice in skills related to the Least Restrictive Standard. Appendix B includes the 2022-23 mathematics PS.

CPS Least Restrictive Standards: A Least Restrictive Standard (LRS) is the foundational standard *closest* in grade level to a Priority Standard that when studied would support access to proficiency within the PS skills. For example, consider the mathematics Priority Standard of 8 EE 1 - know and apply the properties of integer exponents to generate equivalent numerical expressions. If a scholar is having difficulty demonstrating proficiency for skills within this standard, the illuminator would remediate this standard by developing skills within the standard behind it. The foundational CCSS mapped directly behind 8 EE 1 is 6 EE 1 - write and evaluate numerical expressions involving whole-number exponents. Thus, the LRS for PS 8 EE 1 would be 6 EE 1. In Tier 2 instruction, scholars would start remediation instruction in skills within the LRS of the LRS.

Standards-Based Grading: Finally, the school will use standards-based grading. This strategy would not be possible without direct alignment between the curriculum and the core standards. Standards-Based Grading focuses on mastery by identifying skills that are aligned with core standards. The use of standards-based grading communicates the importance of a scholar's journey towards learning over immediate concept proficiency. Illuminators employ a decaying average when calculating an overall score, placing an emphasis on what a scholar can do "right now" rather than when they were introduced to a concept.

c. Explain why the curricula is appropriate for the students the school intends to serve as well as students with disabilities, English learners/Multilingual learners, students below or above grade level, and other at-risk students.

The curriculum is appropriate for all students, regardless of their current ability level, at-risk factors, or status as a student with a disability or an English language learner. The curriculum is designed to provide an equitable educational experience for all scholars, with ample opportunities for differentiation. Going back to the roots of the Capital Prep program, the founders have been deeply committed to providing flexible models of performance and to developing illuminators who are comfortable with the demonstration of information and skills multiple times and using multiple methods in each classroom. The goal has always been to implement the curriculum in classrooms with varying approaches and strategies for learning in order to meet the needs of each individual, which has been recognized as critical to student success.⁵¹

At the CPS network level, curriculum resources will be identified or created by the Department of Curriculum and Instruction to support implementation, which explicitly includes providing support for scaffolding and the differentiation of lessons in the classroom. Each core content area will benefit from a dedicated Director of Curriculum provided by the network to support differentiation, which is facilitated by special education and English as a New Language (ENL) illuminators alongside classroom illuminators. The Capital Prep model maximizes on-grade instruction for all students, including those with disabilities who are supported in inclusion classrooms. For these scholars, the Individualized Educational Program (IEP) will be crafted to specify the supports and accommodations necessary to help each individual access the Common Core and Next Gen standards. This approach ensures students with disabilities are able to thrive within the curriculum and ultimately sets them up for success in college and careers, which unfortunately is often denied to them by programs with low expectations. While inclusion classrooms are provided to students with disabilities as part of the program model, the school will provide

⁵¹ Hall, T., Strangman, N., & Meyer, A. (2011). *Differentiated instruction and implications for udl implementation*. National Center on Accessible Instructional Materials. Accessible online: <https://www.cast.org/products-services/resources/2014/ncac-differentiated-instruction-udl>

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additional pull-out support and mandated services with precision in order to ensure access to the full program as required on an individualized basis.

Frequent assessments will measure proficiency in skills directly related to the curriculum aligned to state assessments, a process which also is supported by the CPS Department of Curriculum and Instruction. An effective data infrastructure at both the network and the school level will ensure actionable data are used regularly for differentiation and to personalize learning for each scholar. Please see Section 1, (4) (c) below for an explanation of the data-driven instructional culture. For students who struggle or are recognized as at-risk, strong Response to Intervention protocols will guide how the school will respond to individual needs using a continuum of assessments and research-backed intervention strategies to improve outcomes through targeted, tiered interventions. The program is designed to provide more challenging experiences for scholars who are ready to advance and accelerate in a particular area, including through advanced coursework and college experiences. English learners will thrive in a literacy-rich curricular environment that will help build foundational skills in English while honoring and respecting the language and culture of each individual student. Being a language learner will be viewed as a strength, and ENL illuminators will be provided to help students as they acquire fluency in immersion classrooms, supported by pull-out sessions when appropriate. The curriculum also provides ample opportunities for discourse and interaction, which benefits English learners as well as students with special learning needs, as illuminators will constantly model and scaffold a robust vocabulary and a variety of learning strategies.

Additionally, the curriculum is culturally responsive and strives to be historically accurate, which explicitly aligns with the mission and model. The result is scholars from a variety of backgrounds with various skills and abilities will have opportunities to see themselves and explore concepts of cultural diversity and global interdependence, while also examining themes through a social justice lens. The curriculum covers topics and provides resources and texts that explore concepts of race, language, gender, power, sexual identity, and more. The Capital Prep approach embraced this strategy long before it was mandated. It is embedded in the mission and core program because it helps prepare scholars for life beyond high school as agents of change in their community.

- d. Describe a plan that will facilitate ongoing development, improvement, and refinement of the curricula. Please also explain the process that will be used to evaluate whether the curricula are highly aligned, responsive to student and school needs and demonstrates an impact on student outcomes.**

CPS has created a Department of Curriculum and Instruction which is dedicated to the ongoing development, improvement, and refinement of the curriculum along with supporting leaders and illuminators in its implementation. The mission of the department is to identify, design, and facilitate learning opportunities promoting proficiencies in the grade-level skills needed to become proficient in each standards area and embody the five learner expectations. Through the department, content specific Directors of Curriculum (DCs) will be available to Capital Prep Middletown to support the standardization and refinement of curriculum (and associated materials and assessments) across grades and in direct alignment to standards. The department, alongside building leaders and other network staff, will be responsible for curriculum development, improvement, and refinement in the following ways. It is led by an experienced Executive Director for Curriculum and Instruction, who is an original founder within the Capital Prep organization.

Meeting Scholars' Needs: As was noted above, the curriculum is designed to provide an equitable educational experience for all scholars. Resources – both material and intellectual – are needed for illuminators to facilitate learning in the classrooms, and these will be made readily accessible by the department. To that end, scholars' needs must be identified. CPS employs NWEA MAP Growth and Fluency assessments acting as universal screeners for scholars early in the school year, informing each

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scholar's Individual Learning Plan. These plans are adjusted throughout the year, after data is collected through formative assessments, Benchmark Assessments, and subsequent MAP assessments. Additionally, data analysis will support ongoing efforts to determine whether curriculum improvements or refinements are needed.

Ensuring Fidelity to the Program: Directors of Curriculum support the successful implementation of all programming, and when needed, they revise resources or protocols to meet the needs of an individual school or illuminator. For ease of access, the resources, products, and learning opportunities for all curricula and learning will be produced and communicated in a uniform fashion, with clear expectations.

Fostering learning opportunities in alignment with the mission: Learning opportunities will require scholars to communicate as collaborators, think critically and creatively as problem solvers, pose questions, determine their answers as researchers, and understand and act upon various points of view as empathetic citizens while becoming pillars of knowledge. The department will help identify learning opportunities to engage scholars in the investigation of who they are, the communities to which they belong, and others they interact with, all to understand and mitigate social injustices.

Fostering an environment conducive to scholar learning and assessment: The Directors of Curriculum will be regularly visible at Capital Prep Middletown as their presence will communicate the availability and willingness to be a thought partner for implementing best practices and curriculum refinement through professional development opportunities provided during intellectual preparation periods, after school department meetings, and Friday sessions. Further, the department will emphasize the creation of programming with interdisciplinary considerations as well as standards-alignment, which means an ongoing emphasis will be placed on alignment and student outcomes.

Facilitating learning in the classroom: The DCs will provide support to administrators and school leaders as they work to create a positive learning environment at Capital Prep Middletown. To this end, the DCs will observe classrooms to evaluate lessons and pacing and will share feedback directly with leaders to inform coaching and accountability efforts. DCs will be on site twice weekly. The role of the DCs also includes the facilitation of weekly meetings with building leaders focusing on illuminator observations and meetings, curriculum implementation, data analysis, special programming, and department meetings or professional development. Further, Directors of Curriculum will act as supportive 'help desks' for illuminators with all direct communications being collaborative and solutions oriented. The DC role is supportive rather than evaluative.

The result of these systems and routines is that the curriculum is constantly under review, informed by ongoing data analysis from benchmark assessments which were created by DCs to track progress toward grade level proficiency, and any gaps or needs (both school-wide and individual) will be addressed on a timely basis. Routine classroom observations are conducted by the DCs to ensure the curriculum successfully meets the needs of students and aligns properly to standards. The creation and revision of scope and sequence documents, playlists, targeted assessments, and other supporting documents are the responsibility of the Department of Curriculum and Instruction, but this work is accomplished in partnership with school-based staff during weekly meetings and professional development sessions. The school-based Principal, Academic Dean, and illuminators will work closely and collaboratively to support and develop the curriculum. In addition to the weekly academic meetings that will be held between the Directors of Curriculum, Academic Dean, and Principal, there will also be a weekly "state of curriculum and instruction" meeting held between the Executive Director of Curriculum and Instruction and the Assistant Superintendent for School Leadership (CT) to discuss topics including scholar needs and outcomes and how well the curriculum is meeting both students' needs and alignment to standards. The Executive Director for Curriculum and Instruction is a CMO-based role that currently is responsible for

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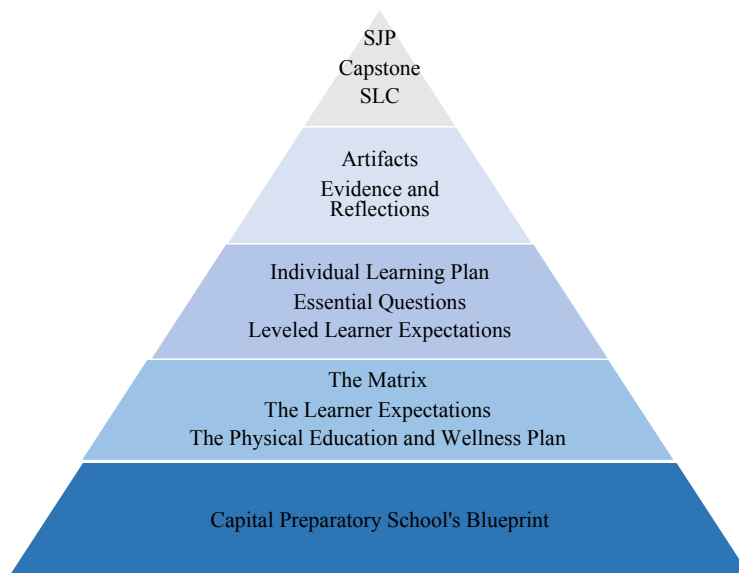
supporting Capital Prep Harbor and the two New York charter schools. These roles will expand to include Capital Prep Middletown. Please see Section II, (2) (g) for additional discussion of the capacity and role of various leaders at the CMO level.

4. Instruction

- a. **Describe the evidence-based instructional methods or techniques that will be used in the proposed school, including any specific requirements for implementing a particular pedagogical approach (i.e., co-teaching or aides, technology and digital tools, differentiated or personalized learning, physical space, etc.).**

The Capital Prep instructional program, and how it marries the model's affective and academic components, is captured by the visual below. The hierarchy demonstrates how the building blocks are assembled to result in strong student outcomes. The pedagogical approach is based on the three values of relationships, rigor, and relevance. The International Center for Leadership in Education has created a Rigor and Relevance Framework that has influenced the Capital Prep model; it is an approach to examining curriculum, instruction, and assessment along the two dimensions of higher standards and student achievement, with an emphasis on social-emotional learning and relationships.⁵² Capital Prep Middletown will create an environment of high expectations through the establishment of strong, continuing relationships with students and their families, will ensure academic rigor through standards-based grading and access to challenging coursework, and will ensure the relevance of students' educational experiences through applied learning. The interconnectedness of these features is captured in the Capital Prep Hierarchy, which demonstrates how the model's components come together in a cohesive and impactful learning program.

Capital Preparatory Schools' Hierarchy



The Capital Prep Blueprint, provided above, demonstrates how the CPREP Learner Expectations are integrated throughout the school year, across quints, guided by essential questions and in alignment with the social justice mission. The school will use the following instructional techniques and methods to accomplish the mission.

⁵² Accessible online: <https://leadered.com/rigor-relevance-and-relationships-frameworks/>

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The Affective Domain: Foundationally, Capital Prep has a strong Affective Domain which supports scholars on a daily basis in alignment with the academic program model. These affective supports, implemented through elements including a strong Advisory Program and the two-sport requirement, ensure scholars develop the skills necessary to be agents of change in alignment with an Individual Learning Plan (ILP) they develop with their Advisor. The Affective Domain prioritizes the development of key relationships between staff, students and families, which leads to ongoing conversations about academics and social-emotional issues so each scholar can be supported individually. In addition to Advisory, the Student Assistance Team (SAT) is central to the affective model. In a meta-analysis of 65 various studies, researchers concluded that strong evidence abounds linking teacher support and students' academic emotions – and firsthand experiences at the existing network schools in Bridgeport, Harlem, and the Bronx reinforce these findings.⁵³ The Affective Domain is arguably even more essential than ever in providing support as the world emerges from the height of the pandemic and its disruptions.

Advisory: Daily Advisory is part of the Affective Domain; it provides leadership and learning opportunities within a multi-age school family unit. It will be a central normalizing experience for Capital Prep Middletown scholars as it will provide them with the emotional language to process the challenges of social and emotional development. Advisory prepares scholars to exhibit the self-efficacy they will need to navigate college and life after college, which is central to the school's mission and vision for student success. Advisory is delivered by Capital Prep illuminators who provide social justice and SEL instruction and guide scholars as they create and collect artifacts, identify and facilitate public service activities, prepare for Student Led Conferences, develop their Social Justice Project, and prepare for college. The main purpose of the advisory program is to foster personalization and strengthen the relationship between each scholar and their learning environment, which research has shown to be critical.⁵⁴ Advisors will monitor both social and academic development for each of their advisees and will be critical to fostering a positive school culture. Advisors will work to create affective bonds with their advisees and families in addition to being an academic mentor. Guidance in both areas (affective and academic) will be provided daily. Student-Led Conferences (please see below) will be utilized to assess progress against goals with families. In advisory, scholars will develop the skills needed to become agents of change. Advisory offers the structure necessary to support the creation of artifacts and keep them organized, and to identify and facilitate public service activities and assist in the development of social justice projects.

At the elementary level, advisory will largely focus on developing conflict resolution skills, strengthening relationships, collaborating, and learning how to manage emotions. As scholars rise in grades, the program increasingly will focus on college preparation and planning and students' becoming an agent of change. The advisory curriculum is structured with elements designed to support social-emotional needs and includes circle-up check-ins, age-appropriate socialization, discussion of current issues, and college preparation through the College Board. Additionally, advisory lessons align to the CPREP learner expectations and social-emotional state benchmarks. A scope and sequence has been created which supports the implementation of advisory at the new school, which will also be supported by the network's Assistant Superintendent of Affective Services. A weekly meeting will be held between the Assistant Superintendent and the Principal focused on the advisory curriculum and to review data. A point person

⁵³ Lei, Hao & Cui, Yunhuo & Chiu, Ming. (2018). *The Relationship between Teacher Support and Students' Academic Emotions: A Meta-Analysis*. *Frontiers in Psychology*. Accessible online: https://www.researchgate.net/publication/322639269_The_Relationship_between_Teacher_Support_and_Students'_Academic_Emotions_A_Meta-Analysis

⁵⁴ Makkonen, R. (2004). *Advisory Program and Research Evaluation*. *Horace, The Journal of the Coalition of Essential Schools*. Vol. 20, No. 4 p. 11+. Accessible online: <http://essentialschools.org/horace-issues/advisory-program-research-and-evaluation/>

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in the school will be identified who is responsible for collecting data on affective services, and school-based plans will be grounded in this data.

Construction of Knowledge: The Capital Prep program is designed for illuminators to support scholars as they learn using problem solving and investigation to facilitate the construction of knowledge. According to the National Research Council, students learn by connecting concepts to those they are already familiar with, and as they make such connections, they are able to construct new meanings.⁵⁵ At Capital Prep, the construction of knowledge within the classroom is largely accomplished through social justice investigations, with scholars compiling the results of their work to be showcased during Student-Led Conferences to demonstrate their learning. Using the provided advisory lessons, illuminators at Capital Prep Middletown will use strategies to develop and support critical thinking as scholars investigate and construct knowledge. Both school-based administrators and network-based staff ensure illuminators are coached on how to implement methods and concepts such as those found in Bloom's taxonomy, Depth of Knowledge, and Socratic questioning.

Co-Teaching/Inclusion: Capital Prep places an emphasis on having two instructors in the classroom whenever possible, with inclusion illuminators alongside the general classroom illuminator. In the current environment of severe shortages of certified teachers, co-teaching in the classroom is often accomplished through the deployment of high-quality teaching assistants, especially at the elementary level. When appropriate, certified inclusion illuminators or ENL illuminators will be pushing-in regularly. As schools continue to grapple with shortages due to COVID-19 and other factors, the network will continue to adjust its approach in this area, demonstrating problem-solving and empathy, in order to find ways to make co-teaching work despite human resource challenges.

Early College Access: The model is designed to prepare scholars for college by providing access to Advanced Placement classes and college courses during their upper-class years. This is currently facilitated at Capital Prep Harbor through multiple partnerships with higher educational institutions including Housatonic Community College, Post University, and the University of Puerto Rico. The network has a long, rich history of partnership with institutions of higher education, something that began in 1999 at Capital Community College with the establishment of the Upward Bound program that would eventually evolve into Capital Prep. Currently, scholars at Capital Prep Harbor may enroll in freshman courses and earn college credits at Housatonic Community College as they advance through high school, and the partnership with Post University allows scholars to take at least one Advanced Placement course and one to two college courses. The Partnership with the University of Puerto Rico is evolving and includes both synchronous and asynchronous online learning opportunities. Capital Prep is also working to grow this opportunity to allow scholars to travel to Puerto Rico in person during the summer for classes. Additionally, the founding team for Capital Prep Middletown has secured a partnership agreement with Middlesex Community College to provide local opportunities to the proposed school (please reference Appendix G for a copy of the partnership letter). These partnerships along with Capital Prep's Advanced Placement (AP) program make scholars marketable as they all take at least one AP course as well as one to two college courses.

On average, Capital Prep scholars at the network's existing schools have graduated with at least five college classes completed, and top scholars have received an Associate degree. During any given semester between 50 and 100 scholars from Capital Prep Harbor are enrolled in college level classes. This will be replicated at Middletown. The accumulation of credits and experience with community college coursework has helped scholars at Capital Prep Harbor earn acceptances and scholarships at some of the

⁵⁵ National Research Council. (2000). *How People Learn: Brain, Mind, Experience, and School: Expanded Edition*. Washington, DC: The National Academies Press.

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highest-ranking colleges and universities. For example, Harbor’s graduates in spring 2020 accumulated acceptance at 500 colleges with \$15.7 million in scholarships awarded.

Essential Questions: The essential questions, described above, are a set of vertically spiraling questions that are deployed to guide classroom learning and instruction across the quints. This instructional technique explicitly aligns to the school’s mission and emphasis on social justice. Students will identify who they are, the communities and social institutions they belong to, and the effects of social differentiation on the interaction between communities. Students will investigate these spiraling essential questions and reflect upon them regularly in all subjects. For example, a mathematics class might examine statistics and probability through the examination of demographics of people who are stopped by the police or pulled over while driving. The essential questions would guide complex reflections and discussions regarding the data. As students work through lessons, their reflections will guide the creation of artifacts for student portfolios to document a scholar growth toward becoming an agent of change. The use of the essential questions is the key method used to help scholars internalize the CPREP learner expectations.

Focus on Foundational Skills: Instruction at Capital Prep is designed to have two curriculum pathways. The first is designed to support grade-level proficiency, which manifests as on-grade instruction in the classroom, supported by the myriad strategies outlined here. To the maximum extent possible, all scholars are immersed in the general classroom, including students with disabilities, English learners, and struggling students. The second pathway addresses the individualized learning needs for all students, including those with at-risk factors, in foundational ELA and math skills. Through this approach individual skill levels are determined, and students work at their own pace through asynchronous assignments on digital platforms under the watchful guidance of an illuminator who provides support when needed. These learning platforms adjust in real-time, in response to student need. Middletown scholars will work on platforms such as i-Ready, MAP Accelerator, Reading Plus, and IXL. This strategy is consistent with advice from Achieve the Core (2020) which recommends providing remediation for foundational skills while also delivering grade-level instruction.

In math, the focus on MAP Accelerator has been particularly impactful at the existing Capital Prep schools as students grapple with learning losses exacerbated by the pandemic. Scholars engage in both grade-level mathematics instruction as informed by the mathematics curriculum and scope and sequence, and a parallel learning plan created for each individual scholar within the MAP Accelerator platform informed by NWEA MAP Growth scores. Capital Prep Middletown will use the MAP Accelerator program as an asynchronous learning path, providing an opportunity for scholars to work within their own zone of proximal development. Capital Prep Bronx led the way for the network using this strategy which resulted in the school posting gains in mathematics proficiency while in the throes of the 2020-2021 COVID school year. Specifically, the Capital Prep Bronx produced an increase in the percentage of scholars scoring at or above the 60th percentile on the mathematics MAP Growth assessment, which was particularly impressive as it was a school in just its first year of operations and many schools experienced little to no growth that year. The DC for math has worked with building level teams to commit time in the schedule to the MAP Accelerator during the Intervention/RTI block. Between October and April, there is an expectation scholars will spend 1,560 minutes (60 per week) on their MAP Accelerator learning plan, which is tracked by CMO and building administrators during weekly meetings. This effort, coupled with the emphasis on high-quality curriculum and high-leveraged standards for grade level proficiency (described above in the curriculum section), will be the approach used beginning day one at Capital Prep Middletown.

There is an intentional approach used to support ELA through both on-grade instruction and remediation efforts. In K-2, illuminators work in close collaboration with special populations staff to identify and support struggling readers. The Wilson’s Foundations program provides research-based materials and

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strategies that are comprehensive in the areas of reading, spelling, and handwriting. It is a multi-sensory and systematic phonics program that provides the foundational skills required for struggling scholars to become readers. These skills, that are taught either in Tier I or Tier II, include letter formation, phonological and phonemic awareness, sound mastery, word study, trick word instruction, vocabulary, fluency, comprehension strategies, and written composition. The school will also conduct the three benchmark assessments that are part of Fountas and Pinnell for scholars in kindergarten through sixth grade to provide benchmark data to inform instructional practices and plan next steps for scholar support. The Close Reading for Meaning method will be employed to build scholar understanding and development of transferable skills that can be used across content areas. Benchmarking data and scholar work will be reviewed closely by illuminators, with support, and RTI will be provided for scholars in need in collaboration with special populations staff. Reading Plus is an online and adaptive platform that is designed to support scholars in grades 3-12, which will be deployed in a similar fashion to the Accelerator strategy. Reading Plus is focused on fluency, comprehension, and vocabulary.

Gradual Release of Responsibility: Along with the construction of knowledge, the gradual release of responsibility is one of the model's overarching instructional modalities. It is used when experiential learning methods are not appropriate in a specific circumstance, which can be the case because the topic or subject is less conducive to the approach. This teaching model shifts the cognitive load slowly and purposefully from teacher-as-model to joint responsibility, to guided instruction, to collaborative or independent practice and application by the learner, enabling students to become competent, independent learners. It is an instructional framework that is both strategic and balanced, and it supports critical attributes that are aligned with how the adolescent brain absorbs information. Douglas Fisher and Nancy Frey in their book *Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility*, note that "the gradual release of responsibility framework, originally developed for reading instruction, reflects the intersection of several theories, including: Piaget's (1952) work on cognitive structures and schemata; Vygotsky's (1962, 1978) work on zones of proximal development; Bandura's (1965) work on attention, retention, reproduction, and motivation; and, Wood, Bruner, and Ross's (1976) work on scaffolded instruction."⁵⁶

Individual Learning Plans (ILPs): Every scholar will have a personalized set of goals for academic, career, social-emotional and physical development. Sometimes referred to as Student Success Plans, these are student-centered and used to engage scholars based on their unique interests and strengths. ILPs will provide scholars support and assistance in setting and reaching their goals and meeting the rigorous expectations of the school. Connecticut requires such success plans for students in grades 6-12. Capital Prep develops these plans beginning in kindergarten in an age-appropriate manner. The use of ILPs has become prominent in K-12 education, in recognition of the evidence that students benefit from the connection between college and career and the course plans necessary to pursue their personal life goals.⁵⁷ At Capital Prep Middletown, students will reflect and track their ILP progress in advisory and will share their progress with their families during their SLCs.

Learner Expectations: As noted above, the CPREP Learner Expectations (LEs) are woven into the academic program. Illuminators assess students' progress toward fulfilling the mission of the school and meeting their goals in alignment with the CPREP expectations: Collaborator, Problem Solver, Researcher,

⁵⁶ Fisher, D. and Frey, N. (2021). *Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility*. Association for Supervision and Curriculum Development.

⁵⁷ Solberg, V. S., Wills, J., Redmond, K., & Skaff, L. (2014). Use of individualized learning plans: A promising practice for driving college and career readiness efforts. Findings and recommendations from a multi-method, multi-study effort. Washington, DC: National Collaborative on Workforce and Disability for Youth, Institute for Educational Leadership. Retrieved from: [http:// www.ncwd-youth.info/wp-content/uploads/2018/03/ILPs-A-PromisingPractice-for-Driving-College-and-Career-Efforts.pdf](http://www.ncwd-youth.info/wp-content/uploads/2018/03/ILPs-A-PromisingPractice-for-Driving-College-and-Career-Efforts.pdf)

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Empathetic Citizen, and Pillar of Knowledge. Advisors will use the CPS Learner Expectation Rubric to determine and document progress for scholars as they exhibit the LEs throughout each day in academics, behavior, language, and attitude.

Student Assistance Team (SAT): The SAT exists to identify trends and individual challenges for any struggling scholar and to develop a support plan to assist the scholar. The team is comprised of illuminators, social workers, and any additional staff who may be of assistance. The process is overseen and supported by the network's Assistant Superintendent for Affective Services.

Student Led Conferences (SLCs): Student Led Conferences will be used to enable scholars to present what they have learned to their families. In alignment with the mission and model, the SLCs will feature scholars presenting their mastery of the CPREP Learner Expectations through content area artifacts which will be collected and curated with the support of the Advisor. SLCs are held with families twice annually, with flexibility to allow for a third check-in at the end of the school year. Student led conferences allow the primary person responsible for meeting or missing goals the opportunity to take ownership and demonstrate accountability, and research has found the strategy also has the benefit of addressing low parent attendance and students' disengagement from the process.^{58 59}

Social Justice Theme and Social Justice Project: A key component of the CPS model, which is nurtured in Advisory as well as through other school activities, is the purposeful exchange of respect and care through high expectations, early college exposure, and a sense of individual and social justice responsibility. The idea is to encourage scholars to see themselves as agents of change and part of a community in need of their contributions. Social justice is infused into the academic program. Capital Prep Middletown will create excitement around learning by developing non-traditional community-based and research opportunities. This culminates in the Social Justice Project (SJP) during the junior and senior year. The SJP is an action-based research project focused on the community and it is an explicit graduation requirement. "Community" may be defined as a small household or local community organization, or the world at-large. Scholars must identify a social justice problem, research the problem, and work through an action plan to address the issue.

The action plan is presented to a panel which may include community members from outside of the school, and scholars use feedback to adjust and inform implementation. The action plan emphasizes data collection to help the scholar examine impact and to support a research paper and presentation summarizing their work and results. Importantly, while mitigating the effects of a social injustice within their communities is the outcome of all action plans, it is the process that activates experiential learning. The SJP final presentation is delivered to a panel who evaluate the various project components - a grade of "mastery" is necessary for graduation. Mastery does not mean a problem has been forever solved. Rather, it reflects how the student has thoughtfully implemented a plan and documented their efforts and results in a way that demonstrates the ability to identify a problem and comprehensively work toward solutions.

- b. Describe how these evidence-based instructional methods support high standards of achievement and are accessible and appropriate for all students at all levels, including English learners/multilingual learners, students with disabilities, students who enter below grade level, above grade and other at-risk students.**

⁵⁸ Hackmann, Donald & Kenworthy, James & Nibbelink, Sharon. (1998). Student Empowerment through Student-Led Conferences. *Middle School Journal*. 30. 10.1080/00940771.1998.11494561.

⁵⁹ Borba, J.; Olvera, C. (2001). Student-led parent-teacher conferences. *Clearing House*, 74(6), 333-336

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Scholars at Capital Prep Middletown regardless of their at-risk factors, including previous academic experiences that may have left them with significant learning and credit deficits, will be embraced and supported. The model is designed to accept students at all times, throughout the year and at every grade, and the network has extensive experience in the three cities it currently operates and provides an appropriate educational experience designed to get each scholar on track. It is also on display through the Capital Prep Declaration: “I strive for excellence in all that I do. We have come together to improve our community and ourselves. We will change the world because we are Capital Prep.”

This is possible because high standards of achievement are paramount for Capital Prep schools, which culminates in the ultimate designation of success – college acceptance and career preparation which allows each scholar to thrive in post-secondary education and employment. The model is designed to be laser-focused on this life changing end goal. To get there, the Capital Prep program has been designed to trim the fat in comparison to a typical school program, with an emphasis on the most important standards and skills in each grade level, and access to the courses necessary for college acceptance. The Capital Prep instructional program, using the strategies outlined above, goes deeper rather than wider to ensure scholars succeed. Within a supportive environment, all scholars are expected to participate in on-grade instruction, with exposure to deep and strategic thinking through the construction of knowledge techniques as well as through the gradual release of responsibility. Scholars will make connections through interdisciplinary inquiry within the social justice theme.

When scholars struggle, the identification of the least restrictive standard helps to swiftly identify and remediate foundational skills that may be lacking, which over time accelerates students toward proficiency. The LRS approach allows illuminators to work with scholars and go backward as far as necessary to shore up foundational skills. The emphasis on foundational skills in ELA and math using digital learning platforms and a curriculum path that complements the grade-level curriculum delivered in the classroom is also an important strategy used to ensure all diverse learners’ needs are met. As these curriculum paths converge, scholars can then be accelerated and challenged.

The inclusion of English learners and students with disabilities, with the support of special populations illuminators who often push-in or co-teach, ensures students have access to a rigorous program with appropriate support. Access is key to Capital Prep’s model – access to a high-quality, on-grade program is something which is far too often denied to many students who are economically disadvantaged, black and Hispanic, or otherwise disadvantaged. The inclusion approach ensures each student benefits from the full mission-specific academic and affective program. Further, standards-based grading supports the implementation of ongoing remediation, reteaching, or enrichment strategies for scholars on an individualized basis, which is a better strategy for this mission and model than a traditional grading system. Standards-based grading focuses on mastery by identifying skills aligned to the Common Core standards. Scholars will be assessed on a set of skills to identify areas of mastery that will allow them to move forward at their own pace, with management help from the illuminator. Standards-based grading is also important because it provides a “wealth of information to help teacher adjust instruction”⁶⁰ for the whole class, individual scholars, those who are considered gifted and talented, and students with disabilities/English learners. At the end of the academic year, the goal is for students to have demonstrated mastery on the priority standards and/or those deemed necessary to be successful at the next grade level. Standards-based grading is complemented by the use of diagnostic programs and digital learning platforms such as i-Ready, MAP Accelerator, and Reading Plus which allow scholars to work on skills at their own pace as they meet minimum thresholds.

⁶⁰ Patricia L. Scriffiny, “Seven Reasons for Standards-Based Grading,” *Expecting Excellence*, 66, no. 2 (2008): 70-74.

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Also of note, the Affective Domain delivers critical supports. The Student Assistance Team will identify trends and diagnose individual challenges and will develop plans to address those needs. Advisory and the two-sport requirement keep students deeply engaged on a daily basis, with positive benefits such as heightened self-esteem, an appreciation of teamwork, and understanding of health and wellness strategies, and the compilation of artifacts and evidence to demonstrate student learning and development. Students are actively engaged through these strategies rather than being treated as passive or disinterested parties. These strategies are appropriate regardless of disability, language status, and other diverse learning needs.

c. Describe how the proposed school will create a data-driven culture to meet a wide range of student needs using differentiated or personalized instruction.

A strong data-driven culture will be established at Capital Prep Middletown. The new school will benefit from the experiences and lessons-learned at existing network schools, which means the data infrastructure, systems, and routines will be robust the moment the doors open. In recognition of the reality that data are central to the instructional approaches and to the decision-making processes of high-quality schools, Capital Prep Middletown will embrace both academic and affective data and will make results actionable to support students. There are two key strategies Capital Prep Middletown will use to address establishing a data-driven culture, both of which are addressed below: infrastructure to support data management and warehousing and the use of data to drive instruction.

First, PowerSchool will be used as the student information system. The CMO team will create training modules and will provide continuous professional development to increase user capacity and ensure the capabilities of PowerSchool are fully accessible, developed, and utilized daily. This training will improve the ability of the school-based staff to support academic and affective development. They will have access to real time data that includes, but is not limited to, attendance, behavioral trends, grades, and credit acquisition. This will provide administrators with the opportunity to review real-time data with their illuminators to increase the efficiency of data teams and focus on immediate issues in academics and the affective areas. The school will use a system of assessments that combine to support student learning, including the use of NWEA MAP, CMO-created benchmark assessments, universal screeners, and formative assessments. Please note that specifics regarding the various academic assessments that will be used to gather data are detailed in the following section. The affective team will be able to use data in real-time to impact change and engage families regarding the progress of scholars. Illuminators will be able to run reports and identify patterns in their classrooms, so they know what standards have been effectively taught and which standards need to be retaught. Primary among the skills to be developed with illuminators will be the management of gradebooks and the use of data tools to support teaching and learning. Finally, operations staff will be able to run reports to analyze their work. Developing a deep and comprehensive understanding of PowerSchool and its functions will enhance overall school functions and will improve communications among school professionals and with external stakeholders.

A Senior Executive Director of Data and Accountability oversees an Executive Director of Network Data and a Network Information Systems Manager to lead the warehousing and use of data to support learning at each individual school site. The primary goal of this data team is to inventory, define, prioritize, and disaggregate data for end users and decision makers. By building a data warehouse, CPS is serving the ultimate goal to grow a data-driven culture to improve accountability and academic achievement specific to state standards and mandates for success.

The Data Wise process and its protocols out of Harvard University have been embraced as a highly effective strategy which is appropriate in supporting scholars in alignment with the Capital Prep mission and model. The best explanation of this process comes directly from the source:

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“The Data Wise Improvement Process is an eight-step model that guides teams of educators from schools or systems in working collaboratively to improve teaching and learning through evidence-based analysis. The steps occur in three phases. The “Prepare” phase involves creating and maintaining a culture in which staff members can collaborate effectively and use data responsibly. In the “Inquire” phase, educators use a wide range of data sources, including test data, student work, and classroom observations, so that they can define a very specific problem of practice that they are committed to solving. In the “Act” phase, teams articulate how they will learn and employ high-leverage strategies to address their problem, and how they will assess the extent to which the plan improved outcomes they care about. After educators assess the effectiveness of their actions, they can both identify needed adjustments to their plan and determine the focus for the next cycle of collaborative inquiry.”⁶¹

Both CMO and school-based staff have been and will be trained and certified in the Data Wise approach, with this training turnkeyed across the school and network to additional staff. Data from multiple sources will be examined on a regular basis, often collaboratively, to analyze results and determine next steps. Weekly meetings and professional development sessions will rely on the common vocabulary and processes articulated by the Data Wise approach. Capital Prep Middletown, and all network schools, will each have a school-based data team (SBDT). This initiative is being developed at the existing network schools in recognition of the need to build capacity and sustainability in order to best support a data-driven culture. Each SBDT will have representation at external professional learning, which will culminate with one member acquiring certification as a data coach, which will most likely be a function of an administrator. The underlying rationale of this partnership is to develop a data-driven culture among all educators across the network to improve teaching and learning for all students. In reaching this goal, the SBDT will support network and school-level staff to: (1) create and articulate the vision for data use; (2) set and model expectations; and (3) implement and uphold policies for data use across the network.

Supported by these structures, data analysis is central to addressing the needs of scholars through differentiation or interventions. CPS defines a struggling (or at-risk) student as a student who has difficulty in comparison to peers of the same age in a developmentally appropriate learning environment. These scholars may become very overwhelmed by tasks, have limited social and emotional skills, and have difficulty organizing themselves in the learning environment. As has been noted, an incredibly critical aspect of the Capital Prep model is the intentional approach to providing support through the Affective Domain, in addition to helping students with academics. The robust Student Assistance Team (SAT) model is critical to this work. The SAT is overseen and managed by the Assistant Superintendent for Affective Services with help from school-based staff including the Academic Dean. SAT membership will include: the Academic Dean(s), the Special Education Coordinator, Special Education Illuminator, Illuminator(s), and a Social Worker, with other staff engaged as needed. For example, the ENL Senior Illuminator also will participate in the SAT when appropriate. The SAT will help lead on data analysis and decision-making conversations, in collaboration with other staff, and will help determine which supports and interventions should be used to support scholars. This includes being an active participant in providing support as a scholar works through the Response to Intervention (RTI) tiers. This process is initiated during weekly data meetings whenever data and analysis identifies students in need of support. Those scholars are then referred to the SAT which puts plans for interventions into motion. The RTI process itself includes a continuum of assessments to provide data to support scholars on a personalized basis. Please see the assessment section of this application, below, for details regarding the RTI process.

⁶¹ Boudett, K. P., City, E. A., & Murnane, R. J. (Eds.). (2013). *Data Wise: a step-by-step guide to using assessment results to improve teaching and learning, Revised and expanded edition*. Cambridge, MA: Harvard Education Press.

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Actionable data will be used at the classroom level as well, which further supports the establishment of a data-driven culture. Importantly, Capital Prep Middletown illuminators will employ strategies that connect the data-driven culture directly to the needs of students so they can be addressed. Across the school, Tier 1 instruction will follow network-provided scope and sequence documents which include Response to Intervention strategies worked directly into plans during a dedicated RTI block. RTI days have been regularly programmed in Scope and Sequence documents to provide “in class” and “school day” remediation, reteach, or enrichment of grade-level (subject) skills. Proficiency distribution as displayed on the classrooms’ interactive data wall will inform skills of focus, as well as purposeful groupings for instruction for each RTI day. Instruction will employ “centers” of direct instruction, collaborative practice, and individual work on a programmed learning path focusing instruction on skills related to a Priority Standard.

Supported by school administrators and the Department of Curriculum and Instruction, illuminators will be prepared to use scholar data to employ meaningful remediation and enrichment during the RTI block. The following steps will be followed to facilitate this process:

- 1) Identify standard(s) to provide targeted instruction – these are the standard skills to be remediated, retaught, and enriched during the weekly RTI block
- 2) Use scholar data to create purposeful grouping – illuminators will use the PowerSchool progress (standard) reports for CCSS/NGSS to determine proficiency levels
- 3) Create a lesson plan creating “center activities” for each grouping – this intellectual preparation document will be used to plan a Tier 1 intervention station model instruction
- 4) Track scholar progress on the data wall (see below) – data walls will be updated weekly
- 5) Go back to step one

Data Walls: Data walls are used to provide a visual representation of scholar proficiency as it relates to a skill, or set of skills, allowing scholars to monitor their yearlong journey towards grade-level mastery. A data wall should be updated regularly as scholars track their growth over time, acting as a non-threatening form of accountability. Illuminators will employ interactive data walls in their classrooms to report current levels of scholar proficiency in Priority Standards, identify groupings for Tier 1 instruction, and use data to inform possible revisions to pacing guides to be made along with the appropriate Director of Curriculum. These will be updated weekly. Scholars will interact with a data wall in each classroom to become aware of individual skill strengths and weaknesses for skills related to Priority Standards, inform opportunities for the reassessment of Priority Standards, and motivate learning.

Interactive data walls should be displayed as close to the front of the room as possible and will include the following elements:

1. Title (including grade level(s) and subject)
2. “Priority Standard Data for the Week of _____”
3. Separation of scholar data for each Priority Standard displayed on the horizontal (x) axis
4. Proficiency levels (1,2,3,4 or Emergent, Approaching, Proficiency, Mastery) on the vertical (y) axis
5. Data separation for cohorts or grade level taught in class
6. A visual representation of each scholar’s proficiency level for each Priority Standard being displayed
7. Scholar proficiency data will for each Priority Standard will be updated weekly

d. Explain how the proposed school will ensure that teachers are proficient in delivering the chosen evidence-based instructional methods to their students.

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Illuminators will be supported through systems and routines designed to ensure they are proficient in the delivery of effective instructional methods through the evaluation of lesson plans, formal and informal observations, individualized plans, and professional development.

Intellectual Prep: The evaluation of lesson plans is absolutely critical to supporting illuminators as they plan and execute high-quality lessons. Comprehensive and rigorous instruction at Capital Prep Middletown will begin with intensive “intellectual prep.” Intellectual prep is the term Capital Prep uses to describe the process of illuminators accessing the curriculum and planning their instruction, through annotated weekly plans, which will be carefully examined by an expert who will provide feedback and support. As a reminder, illuminators will be expected to use the CMO-provided scope and sequence documents, which are year-long program guides at a glance, as well as the appropriate curriculum playlist, which is full of the resources necessary to teach during each quint. Pacing guides outline what illuminators should teach weekly and which standards to stress, and model lesson plans will be available along with a variety of instructional resources including suggested exit tickets. The illuminators will take these materials and create their lesson plans – which should be informed by and respond to updated student data. These annotated plans will be collected by the Principal or school-based Academic Dean a week in advance for review and feedback.

Observations: Illuminators will be observed on both a formal and informal basis, in accordance with the state’s System for Educator Evaluation and Development (SEED), which the network has extensive experience implementing. Observations with feedback will be provided using a few strategies, and informal observations in particular will be a key driver of ensuring and supporting the effective delivery of high-quality instruction. School administrators frequently visit classrooms to observe illuminators and use the information gathered to both inform professional development sessions and provide coaching on an individual level. Information from observations will also be used to inform plans for professional development. Additionally, the network-provided Directors of Curriculum will also be in the building twice each week to conduct walk-throughs and gather information after observing instruction and reviewing lesson plans and data. The DCs help facilitate sessions to provide coaching and support. Their efforts complement the immense efforts exerted by the entire administrative team daily to provide impactful professional development and individual coaching to help each illuminator thrive in their practice. Thus, network support will converge with school-based support, with the Assistant Superintendent for School Leadership in Connecticut, the content-area DCs and the Principal and Academic Dean devoted to helping illuminators successfully implement the school’s instructional methods in alignment with the curriculum, standards, and student data.

To facilitate this process, tools have been created to be used by school-based administrators, primarily the Academic Dean, as well as the Directors of Curriculum to monitor instructional expectations. This includes a comprehensive set of “look fors”, which are instructional expectations that should be visible when an illuminator is leading a class. The “look fors” documents include a universal set of instructional expectations, as well as specific expectations for ELA, math, science, and social justice classes. The gathering of information using these tools ensures that coaching and feedback are explicitly aligned to the mission and school model. More information regarding the plan to implement SEED is provided in Section III, (6) (f).

Individual Illuminator Plans: Each illuminator will have an Individual Illuminator Plan (IIP) designed to help enhance their performance. The IIPs outline goals that are established with input from the building leaders and DCs. The plans also identify coursework to address the needs of each individual as they strive to develop their talent as professional educators.

Professional Development: Effective teaching requires life-long learning. In addition to using the process of intellectual prep and observations to provide individualized coaching on how to effectively

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implement the school's instructional methods, a robust approach to illuminator professional development and support has been developed by CPS and will be implemented at Capital Prep Middletown. There will be weekly professional development sessions held at Capital Prep Middletown between illuminators and building leaders, with trainings provided by outside experts as appropriate. Professional development will be aligned to illuminator and scholar need and will constantly reinforce the instructional approach and the various components of the model in alignment with curriculum review and refinement. The process of designing and delivering professional development is supported by the CPS network, which has a dedicated Executive Director of Professional Learning. The Executive Director of Professional Learning is responsible for network-wide and school-wide professional development with differentiation as required. Support is provided at each school site as the network collaborates with administrators to plan weekly professional development. In addition to weekly professional development, there will be twice weekly sessions held between the DCs when they are present on site and grade level teams in order to support illuminators as they implement the instructional program. Full day sessions will be devoted to various topics throughout the year and during the summer. The result is that at every level, professional learning will be accessible to Capital Prep Middletown's illuminators and administrators so that there is clarity on both the content to be taught and the specific strategies illuminators should be integrating into instruction.

5. Student Assessment

- a. **Describe the proposed school's comprehensive approach to assessment. Demonstrate with details and evidence as to how the assessments and assessment practices used will be valid for their intended purposes (e.g., assessments used formatively are designed to inform instruction while those used summatively are designed to evaluate mastery of learning; test content is aligned to the curriculum and state standards). See the CSDE's guidance on Sensible Assessment Practices for additional background.**

Capital Prep Middletown will use a robust system of assessments that together will create an infrastructure that supports student learning. The system is designed to measure achievement against the Common Core Standards and the Learner Expectations within the principles of the three Rs (rigor, relationships, and relevance). Importantly, the assessment approach is fluid at Capital Prep schools, with scholars participating in a range of formative and summative assessments, as well as assessments that bridge the gap in between, and the entire system is grounded in a standards-based grading approach. This represents a non-traditional assessment philosophy. It marries rigor and accountability with the specific school model and philosophy that makes Capital Prep's program so unique. Throughout the year, formative, benchmark, and summative assessments will provide scholars, illuminators, administrators, and families key data to inform and refine what is being taught and learned. The comprehensive system includes universal screeners as well as progress monitoring and diagnostic tools for both academics and social-emotional health.

Benchmark Assessments: There are two types of benchmark assessments that will be administered at Capital Prep Middletown. The CPS network has created benchmark assessments that are administered periodically to measure students' mastery of the curriculum objectives and priority standards. Created by the Directors of Curriculum, these are to be used to monitor progress and drive instruction. For ELA and math there are three benchmark assessments, administered in quint 1, winter, and at the end of the school year. Science and social justice have two benchmark assessments, one each per semester. Additionally, the school will administer the SBAC Interim Assessment Blocks (IABs) and the Interim Comprehensive Assessment (ICA). These are generated by the SBAC, with the IABs representing blocks of similar standards and the ICAs serving as a practice SBAC test. The most appropriate assessments will be used based on the needs of the students and the pacing of the curriculum.

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Computer-based Assessment Tools: Scholars participate in online learning platforms and programs that provide adaptive assessments to track progress such as i-Ready (K-2) in reading and math, and MAP Accelerator in math and Reading Plus in 3-8. These are used for diagnostic purposes and skill development in a personalized manner. Data related to MAP Accelerator, Reading Plus and i-Ready lives inside of the program and the data analysis is reported out to the illuminators. Together, the illuminator and advisor dig into this data with the scholar in order to accompany each on their learning journey.

Classroom Assessments: The classroom assessments that are going to be graded and tracked in PowerSchool are planned by the DCs and are included in the scope and sequence documents. These typically assess the priority standards and are provided by the foundational curricular programs such as Eureka Math. These assessments bridge the space between formative and summative assessments as they assess all the skills a scholar has learned up until that point in the year based on the Priority Standards.

NWEA Measures of Academic Progress (MAP): The school will administer the MAP assessment in reading, language usage, and mathematics three times annually. These adaptive assessments act as universal screeners and will provide progress and benchmark monitoring to help determine scholar proficiency levels. MAP generates student scores immediately with detailed information about specific concepts so that data are used to identify strengths and weaknesses for students both as individuals and as a group. Results will inform Tier 1 instruction and will be used throughout the RTI/SRBI process (please see details regarding RTI below). MAP is widely recognized as standards-aligned and is used by the network in both Connecticut and New York.

Formative Assessments: Illuminators are expected to use frequent formative assessments to gauge scholar understanding of skills and concepts in order to drive instruction. Both “Do Now” and “Exit Tickets” are standard for a Capital Prep lesson and will be implemented at the school. With the Do Now activity, scholars will complete a lesson task upon entering the classroom. This task either readies scholars for discussion of skills to be learned during the day’s lesson or (re)assesses skills from prior lessons. The task is to be administered and reviewed within the first 10 minutes of class. The Exit Ticket, scholars will complete a task, daily launch problem, or quick assessment as identified in the curriculum to check for understanding before they leave class. Formative assessments are supported through the Capital Prep curriculum and are included in the comprehensive “look fors” that DCs and administrators use while conducting their walk throughs and observations. Formative assessments are designed to explicitly align with the SBAC. Additionally, Capital Prep uses assessments such as running records and sight word assessments, in an age- and grade-appropriate manner.

State Mandated Assessments: Scholars at Capital Prep Middletown will participate in the required Smarter Balanced (SBAC) assessments for grades 3-8, the Next Generation Science Assessments in grades 5, 8 and 11, the SAT, and the Connecticut Alternate Assessment System and English Language Proficiency assessment as appropriate. These assessments will yield data regarding proficiency against the standards and will be a metric used for accountability to ensure scholars graduate from high school with college and career-readiness skills. The Kindergarten Entrance Inventory will be administered to incoming kindergarteners and the CT Physical Fitness Assessment will be administered in 9th grade at the high school level and as directed at every grade in the elementary and middle.

The first table below visualizes the administration of various assessments for literacy and math across K-12, in alignment with the RTI/SRBI process (please see Appendix C), and the second visualizes the various ways behavioral and social-emotional needs are assessed.

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Assessments for Literacy and Math

<p>Grades</p>	<p>Universal Screens/Benchmarks To be given at least 2-3 times a year</p>	<p>Progress Monitoring/Diagnostic Tools Choices should include one or more of these <i>Daily, weekly, bi-weekly</i></p>
<p>Grades K-2</p>	<p>NWEA MAP Reading Assessment - 3x a year NWEA MAP Reading Fluency- 3x a year Kindergarten survey- 1x a year Sight word assessment- 1x a month Benchmark assessments- end of quint</p> <p>Math Benchmark assessments NWEA MAP Math Assessment-3x a year</p>	<p>Spelling Phonological Awareness Skills Test Sight Word Assessment Running Records Computer-based Learning Tools Wilson Foundations Decoding Skills Assessment-bi-weekly</p> <p>Math Common Formative Assessments Computer-based Learning Tools</p>
<p>Grade 3-4</p>	<p>NWEA Map Reading Assessment - 3x a year SBAC- 1x a year Benchmark assessments- end of quint IREADY Reading Plus</p> <p>Math Benchmark assessments NWEA MAP Math Assessment-3x a year</p>	<p>Spelling Phonological Awareness Skills Test Sight Word Assessment Vocabulary-weekly Running Records Computer-based Learning Tools Wilson Foundations Decoding Skills Assessment-bi-weekly (gr.3)</p> <p>Math Common Formative Assessments Computer-based Learning Tools NWEA MAP Math Accelerator-daily</p>
<p>Grades 5-6</p>	<p>NWEA (MAP)-3x a year SBAC-1x a year Benchmark Assessments-end of quint Reading Plus IREADY</p> <p>Math Benchmark assessments-end of quint NWEA MAP Math Assessment-3x a year</p>	<p>Spelling Vocabulary-weekly Running Records Computer-based Learning Tools</p> <p>Math Common Formative Assessments Computer-based Learning Tools NWEA MAP Math Accelerator-daily</p>

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<p>Grades 7-8</p>	<p>NWEA (MAP)-3X a year SBAC-1x a year Benchmark assessments-end of quint Reading Plus Math Benchmark assessments NWEA MAP Math Assessment-3x a year</p>	<p>Spelling Vocabulary-weekly Running Records Computer-based Learning Tools Math Common Formative Assessments Computer-based Learning Tools NWEA MAP Math Accelerator-daily</p>
<p>Grades 9-10</p>	<p>PSAT 8/9 Benchmark assessments-end of quint Vocabulary-weekly Math Benchmark assessments NWEA MAP Math Assessment-3x a year</p>	<p>Spelling Running Records Computer-based Learning Tools Math Common Formative Assessments Computer-based Learning Tools NWEA Math Map Accelerator</p>
<p>Grades 11-12</p>	<p>SAT PSAT/NMSQT Benchmark assessments Math Benchmark assessments NWEA MAP Math Assessment (gr. 11)</p>	<p>Running Records Computer-based Learning Tools Vocabulary-weekly Math Common Formative Assessments Computer-based Learning Tools</p>

Assessment Strategies for Behavior & Social/Emotional

Grade	Universal Screening	Progress Monitoring options
<p>K-6</p>	<p>Attendance Data (PowerSchool) Suspension Data (PowerSchool) Office Disciplinary Referrals Teacher Rating Scale Learner Expectations rubrics</p>	<p>PowerSchool data/attendance data Check in/out system Time on task sheets Student Observation through Behavior Tracking Form(s) + Behavior Support Plan Home/School Communication Log + Student Work Samples/ Grades</p>
<p>7-8</p>	<p>Attendance Data (PowerSchool) Suspension Data (PowerSchool) Office Disciplinary Referrals Teacher Rating Scale</p>	<p>PowerSchool data/attendance data Check in/out system Time on task sheets Student Observation through Behavior Tracking</p>

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	Learner Expectations rubrics	Form(s) + Behavior Support Plan Home/School Communication Log + Student Work Samples/ Grades
9-12	Attendance Data (PowerSchool) Suspension Data (PowerSchool) Office Disciplinary Referrals Teacher Rating Scale Learner Expectations rubrics	PowerSchool data/attendance data Check in/out system Time on task sheets Student Observation through Behavior Tracking Form(s) + Behavior Support Plan Home/School Communication Log + Student Work Samples/ Grades

Standards-Based Grading (SBG): Capital Prep Middletown will use standards-based grading. Standards-based grading focuses on mastery by identifying skills that are aligned with the Common Core State Standards. Scholars will be assessed on a set of skills with the goal of identifying areas of mastery that will allow students to move forward at the pace that is managed by their illuminator and aligned to their own personal academic needs. This system will allow scholars, illuminators, and parents to understand the extent to which individual students have mastered the essential standards for a class or how well they understand specific material. This assessment framework has been used by Capital Prep schools since 2012. It is mission-aligned and best suited for the model and educational program. Homework and classwork will reflect units and contain spiral review in alignment with this approach. The current approach to SBG used by Capital Prep is to calculate a scholar’s standard grade using a decaying average from the last five assessments administered from each standard, which includes all assignments graded in PowerSchool from Exit Tickets and homework to unit assessments. Standard scores are averaged to determine the final course grade. An assessment that includes multiple standards attached to it will impact the average grades for each attached standard. The approach emphasizes growth over memorization and allows for reassessment, which aligns with educational research.⁶² Scholars can revise and resubmit an original assessment with corrected work, and illuminators then provide scholars with extra standard skill practice work which allows the scholar to demonstrate skill proficiency. Next the illuminator will reassess the standard with a different assessment which changes the standard grade, with a note recording the first grade to leave a record of the process.

Capstone Social Justice Project: Finally, the school mission and culture will culminate in the Social Justice Project (SJP), which is executed during scholars’ junior and senior years. The SJP is an action-based research project focused on the community and it is an explicit graduation requirement. “Community” may be defined as a small household or local community organization, or the world at-large. Scholars must identify a social justice problem within their community, research the problem, and work through an action plan to address the issue. The action plan is presented to a panel which may include community members from outside of the School, and scholars use feedback to adjust and inform implementation. The action plan emphasizes data collection to help the scholar examine impact and to support a research paper and presentation summarizing the work and the results. The SJP final presentation is also delivered to a panel who evaluate the various project components - a grade of “mastery” is necessary for graduation. Importantly, mastery does not mean a problem has been forever solved. Rather, it reflects how the student has thoughtfully implemented a plan and documented the

⁶² Townsley, M. & Buckmiller, T. (2016, January). *What Does the Research Say about Standards-Based Grading?* Accessible online: <http://mctownsley.net/standards-based-grading-research/>

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efforts and results in a way that demonstrates the ability to identify a problem and comprehensively work toward solutions.

- b. Explain how the proposed school will ensure the full participation of all general education students, students with disabilities, and students identified as English learners in the applicable state assessments including the Connecticut Smarter Balanced Assessment, Next Generation Science Standard Assessment, Connecticut SAT School Day, Connecticut Alternate Assessment System for students with significant cognitive disabilities, LAS Links Assessment for English learners, Kindergarten Entrance Inventory, and the Connecticut Physical Fitness Assessment**

Equity, access, inclusion, and social justice are central to the Capital Prep model, and this translates to a very intentional approach to providing each scholar access to the full program, including assessments. A true equity and access agenda goes well beyond simply offering each student the chance to take various assessments. It means a program will be offered to every student that meets their personal needs so they can grow and meet the proficiency standards being assessed by the various state exams. This is why the Capital Prep approach offers varied learning paths focused on grade-level instruction in a general classroom, remediation, reteach, practice and enrichment so scholars can demonstrate their learning through growth on the SBAC and other relevant state assessments. The model is designed to enable scholars to be on-grade by freshman year if they start with Capital Prep by third grade. Through full participation in the learning program, Capital Prep Middletown will help scholars understand that learning is an ongoing process, and what matters is not where they start but where they end up. This mindset ensures scholars are comfortable participating in assessments and reviewing the results as active participants in their own learning journey.

Every enrolled scholar at Capital Prep Middletown will participate fully in the state assessment system, including the Smarter Balanced Assessments, Next Generation Science Assessment, the SAT, and alternative assessments for students with disabilities and English language learners when applicable. Students with special educational or diverse learning needs, including students identified as an English/Multi-language learners will take the assessments in accordance with the accommodations or modifications they require, including those outlined in IEPs or 504 Plans. Students will be supported using strategies such as extended time, native reader directions, word-to-word dictionary or alternative settings. These supports will be provided in alignment with scholars' individual needs and plans. Like the existing Capital Prep schools, Middletown will be firmly committed to accessibility, which is a central principle upheld by the state of Connecticut and the Smarter Balanced Assessments. A set of universal accessibility tools, such as a digital notepad, scratch paper, and permission for breaks will be provided to students. Also, students entering Kindergarten will universally be administered the Entrance Inventory. The Physical Fitness Assessment will be conducted in grades 4, 6, and 8 and once in high school (typically in grade 9 or 10). The school will also provide any modifications or accommodations granted for scholars when taking state assessments in any assessment setting.

- c. Describe how the proposed school will monitor student progress toward achieving academic and non-academic goals using a combination of the state standardized assessments, the [state-provided interim blocks assessments \(including focused block assessments\)](#), and other standardized/non-standardized measures as appropriate. Discuss how this approach will minimize testing time. Also describe a plan for how this progress monitoring approach will help to address the needs of students who do not meet established achievement targets.**

Capital Prep Middletown will implement a number of strategies to monitor student progress against both academic proficiency standards as well as mission-specific non-academic priorities. First and foremost, the network-based staff and building leaders will collaborate frequently to review and analyze general educational practices and strategies using Tier I data provided by standardized, benchmark, and common

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formative assessments. Using data, the school will provide differentiated instruction for all learners, including students performing above and below grade level expectations and EL/MLs. Early intervention strategies will be used for students experiencing challenges.

Educational decision making driven by data from standardized, benchmark, and formative assessments involving student growth and performance relative to peers will be facilitated by teams of educators with the results applied not only to inform instruction for individual students, but also to evaluate and improve core general education practices and the overall efficacy of interventions. In addition, the data collected in Tier I supports next steps in creating individualized programming once a referral to Tier II and Tier III is warranted. (Please see the full RTI/SRBI description below.) To ensure a seamless and high-quality approach to the assessment administration and grading process, each Capital Prep school has a school-based Testing Accountability Team (TAT).

Testing Lead (TL)

The Testing Lead is the administrator of all assessment and data-related projects. The TL:

- Ensures that the school administers all assessments in accordance with guidance provided by the CPS.
- Ensures that the school administers all assessments in accordance with state guidelines.
- Ensures that assessments are administered and graded with integrity.
- Ensures that illuminators and leaders are trained for grading assessments in advance of scheduled grading sessions.
- Ensures that proctors are trained and prepared prior to assessment.
- Ensures that all materials are handled according to state and CPS guidelines.
- Ensures that 100% of scholars have completed the assessment.

Testing Operation Coordinator (TOC)

The Testing Operations Coordinator works closely with the TAT members to ensure that all logistics related to testing are planned and executed at an exemplary level. The TOC:

- Creates Critical Paths for testing days.
- Ensures that all materials to support testing are ordered and available as needed.
- Ensures that there is clear communication to all community members about test day logistics.
- Ensures that classrooms (physical and virtual) are set up with all technology that is needed to implement assessments seamlessly.
- Ensures that all materials are handled according to state and CPS guidelines before, during, and after assessment.

Testing Coordinator (TC)

The Testing Coordinator works closely with the TAT members to ensure that all assessments are ordered and prepared in advance of the administration date. The TC:

- Provides all stakeholders with CPS and state guidelines for administration of assessments.
- Ensures that assessments are graded and grades are recorded/submitted as per CPS or state directives.
- Ensures the administration of makeup tests for absent scholars.
- Ensures all materials are handled according to state and CPS guidelines before, during, and after assessment.
- Ensures that parents and scholars are aware of scholar scores post-assessment.
- Ensures that all IEP accommodations are met.

Capital Prep minimizes testing time in a few noteworthy ways. First, the clean and efficient Testing Accountability Team approach to assessment helps minimize testing time for scholars – by being organized and efficient, no unnecessary time is wasted. It is also routine practice to identify any overlap between IABs and CPS benchmark assessments, and when the same skills are assessed, only one will be administered. The school will also focus intently on the communication of results and next steps after an

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assessment in order to educate scholars on their own progress and inspire them to continue to grow and learn. This is the ultimate goal of an effective assessment system, and if done well, assessment will never take up too much time. Ensuring scholars understand the meaning behind an assessment and understand the meaning behind their results is baked into the Capital Prep design, and that translates into the assessment time never being a wasted effort. The focus on standards-based grading and frequent assessment is to ensure scholars see their own personal growth based on where they are as well as their proficiency against the benchmarks of where they are going to meet grade level expectations. This emphasis, combined with the ensuring assessments aren't redundant, keeps the system efficient.

As noted above, data for MAP Accelerator, i-Ready, and Reading Plus lives directly in each respective program and reports are provided by each platform for the illuminator and others to use to determine next steps for scholars. For benchmark assessments, the illuminator will make sure each is graded properly. Results will be ready swiftly and the school will use PowerSchool's Performance Matters to house data. The DCs will pour over the data and conduct a standard analysis. They will then present the data to administrators and staff. The school's staff will turnkey the data to inform instruction, in alignment with other sources data walls. The effective use of data to monitor student progress will also be visible through illuminators' use of data walls (described thoroughly above in 4 (c)) which are designed to support Tier I instruction. Data walls provide a visual representation of scholar proficiency as it relates to a skill, or set of skills, allowing scholars to monitor their yearlong journey towards grade-level mastery. These data walls will be updated regularly as scholars track their growth over time, acting as a non-threatening form of accountability. Scholars will interact with a data wall in each classroom to remain aware of individual skill strengths and weaknesses for skills related to Priority Standards, inform opportunities for the reassessment of Priority Standards, and motivate learning. This process increases scholar agency and involves them intimately in the monitoring of their own learning. It is designed to be a never-ending process as it constantly updates. Additionally, student-led conferences will enable scholars to track their progress and showcase their learning, particularly as it relates to the mission-specific goal of developing students as agents of change in accordance with the CPREP Learner Expectations. Evidence and artifacts will be gathered to highlight learning and engage the scholar and their families into the monitoring and accountability process.

To meet the needs of scholars who do not meet established achievement and accountability targets, the school will use a robust Response to Intervention (RTI)/Scientific Research-Based Intervention (SRBI) approach. When a student fails to respond to Tier I differentiated instruction, and data indicate that the student is behind in grade level expectations and benchmarks for his or her academics or behavior, an illuminator, staff member, or parent will request assistance from the school based SRBI team. Tier II and Tier III interventions may be necessary, in addition to the Tier I differentiated instruction that is provided in the classroom, to assist the student in making progress back to grade level expectations. A full explanation of this process is described in prompt e, below.

d. Describe how the proposed school will train and support educators to employ formative assessment practices in their classrooms to strengthen the quality of instruction and accelerate student learning.

Illuminators receive ample support from administrators and the network team to help each individual develop as an expert in administering formative assessments and delivering high-quality instruction in alignment with results. Each quint playlist identifies formative assessments for illuminators to use, so they will never have the pressure of feeling alone to design checks for understanding or other exercises. The foundational curriculum publishers often provide tools that can be used, which ensures the assessments are closely linked to the lessons and standards. Illuminators are supported by the Academic Dean and network Directors of Curriculum as they examine data every week. Through the data walls approach, illuminators will be able to look at data in real time to examine the effectiveness of their

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instruction. Data walls are updated weekly and clearly identify scholars' progression. If no scholars move the issue is instruction, and support will be provided by the illuminator based on their areas of weakness.

Each week, intellectual prep documents will be carefully reviewed by building leaders. The Academic Dean will gather and review illuminator's academic intellectual prep documents, which outlines their plans for the following week and includes detailed annotations. Intellectual prep documents that relate to the affective and advisory program are reviewed by the Dean of Students. The Principal oversees both the academic and affective sides of the school. After review, feedback will be provided by the appropriate administrator which is another mechanism in place to help support illuminators as they seek to deliver quality lessons and administer formative assessments designed to gauge results and help decision-making. The content-expert Directors of Curriculum will be in the building twice weekly to conduct walk-throughs and gather evaluative feedback. The DCs will meet frequently with the Academic Dean and the illuminators in their subject area to share feedback and provide training. This will be complemented by Friday professional development sessions with the DCs on at least a monthly basis.

Professional development will be provided during the summer and throughout the year, designed by the network's Executive Director of Professional Learning. CPS has a focus on developing professional learning sessions that will focus on continually establishing and refining reliable methods of assessment to ensure curriculum and instruction during intervention is aligned with Common Core Standards and meets the diverse needs of scholars. This practice will support the special populations team as they acquire a comprehensive understanding of the individual academic needs of English learners, students with 504 Plans, students in Response to Intervention, and students with disabilities in Tier I. It will also define the strategies, resources, and standards-based instruction the illuminators need to support scholars in Tier II and Tier III. To ensure illuminators acquire a comprehensive understanding of the necessary components that support tiered interventions, ongoing professional development on the utilization of new programs will continue to be provided.

e. Please include a plan to address the needs of students who do not meet established achievement targets.

Capital Prep Schools do not wait for an identification of a "special need" or for students to miss targets before providing rigorous affective social-emotional supports and academic remediation and enrichment. Each scholar has an individual learning plan and benefits from an aggressive approach to personal development and growth. Additionally, the Student Assistance Team (SAT) component was created to identify trends and individual challenges for any struggling scholar. This process is meant to target all scholars for example, scholars who may be in situational crisis, at-risk scholars, or identified scholars awaiting a formal meeting. The SAT, which includes illuminators, social workers, and various staff, creates individual plans to assist those identified as needing extra support. These features will be implemented with fidelity to the model at Capital Prep Middletown. The SAT process is overseen by the network's Assistant Superintendent of Affective Services. When a student continues to struggle after SAT interventions, they will advance through the RTI/SRBI process.

Capital Prep's professionals are expected to use interventions and the RTI/SRBI process to improve student academic and behavioral development as concerns arise, which includes addressing the needs of students who do not meet established learning targets. The network's approach to RTI/SRBI is to emphasize successful instruction for all scholars through high-quality core general education practices, and provide targeted interventions for students experiencing learning, social-emotional or behavioral difficulties. Key elements include the following:

- Core general education curricula that are comprehensive in addressing a range of essential competencies in each academic domain, and are culturally relevant and research-based

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- A comprehensive system of social-emotional learning and behavioral supports
- Strategies for ensuring that educators are modeling respectful and ethical behaviors, fostering student engagement and connectedness to school, and assessing the quality of the overall school climate so that students experience physical, social-emotional and intellectual safety
- The use of research-based, effective instructional strategies
- Differentiation of instruction for all learners, including students performing above and below grade-level expectations and English/Multi-language learners
- Universal common assessments that enable teachers to monitor academic and social progress, and identify early those who are experiencing difficulty
- Early intervention for students experiencing academic, social-emotional and/or behavioral difficulties to prevent the development of more serious educational issues
- Educational decision making (academic and social/behavioral) driven by data involving students' growth and performance relative to peers; data are carefully and collaboratively analyzed by teams of educators (e.g., data teams, early intervention teams), with the results applied not only to inform instruction for individual students, but also to evaluate and improve core general education practices and the overall efficacy of interventions
- A continuum of support that is part of the general education system, with increasing intensity and/or individualization across multiple tiers

When a scholar fails to respond to Tier I differentiated instruction, and data indicate that the student is behind in grade level expectations and benchmarks for his or her academics or behavior, an illuminator, staff member, or parent will request assistance from the school based SRBI team and the appropriate form will be completed by the teacher or staff member. Tier II and Tier III interventions may be necessary, in addition to the Tier I differentiated instruction that is provided in the classroom, to assist the student in making progress back to grade level expectations. Capital Prep has a comprehensive RTI/SRBI manual which is included in Appendix C. Please refer to this appendix to review the full scope of the approach, which includes a set of additional considerations for English language learners as they progress through RTI. Below is an overview of the in-depth approach used in Tiers I, II, and III.

Tier 1: All children receive high-quality, differentiated instruction delivered by school staff. Universal/benchmark assessments are in place to monitor progress and drive instruction. 100% of students are covered by Tier 1 instruction.

Interventions: Differentiation of instruction within the general education classroom, which includes flexible small groups and appropriate instructional materials matched to scholars' needs and abilities.

- Elementary: Before/after school help, academic intervention lessons during unscheduled time, specialized reading and/or math program, school-based support groups, home visits, collaboration with outside agencies, individual conferences, observations.
- Middle School: Flexible scheduling/change in schedule, audio books, specialized reading and/or math program, school-based support groups, home visits, collaboration with outside agencies, individual conferences, observations.
- High School: Academic support during study hall or before/after school schedule, specialized reading and/or math program, school-based support groups, home visits, collaboration with outside agencies, individual conferences, observations.

Assessments and Progress Monitoring: Benchmarking data at least three times per year to monitor progress and identify students in need of intervention early; common formative assessments to guide and differentiate instruction; data to evaluate and monitor the effectiveness of the behavioral system and school climate (such as attendance, disciplinary referrals), and social-emotional learning; and, additional assessments of certain individual skills (such as checklists, observations, and diagnostics) as warranted.

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Tier II: Scholars are placed in Tier II based on their scores from a universal/benchmark assessment and their teacher's recommendation. These scholars should receive instructional interventions in addition to regular classroom instruction and Tier I interventions. The goal is for scholars to "close the gap" so they can move back to Tier 1.

Interventions: Short-term (6-8 weeks) and well-matched to specific academic, social-emotional, and/or behavior needs. These interventions are delivered to homogenous groups with an illuminator to scholar ratio of approximately 1:4 or 1:6. They are supplemental to the core program and based on the Common Core Standards.

Assessments and Progress Monitoring: Frequent progress monitoring (minimally biweekly) using assessment tools that accurately target students' focus area for improvement; additional assessments of certain individual skills (such as checklists, observations, and diagnostic assessments).

Tier III: Scholars should have a similar teacher to scholar ratio with highly explicit interventions and instruction from teachers with expertise in the area(s) of need with more frequent progress monitoring.

Interventions: Short-term (8 to 20 weeks) and well-matched to specific academic, social-emotional and/or behavior needs, with more intensive or further individualized approaches than Tier II interventions provided. These interventions are delivered to homogenous groups with an illuminator to scholar ratio of 1:1 or 1:2. They are supplemental to the core program and based on the Common Core Standards.

- Supplemental reading/math instruction, more intensive schedule/class change, specialized reading and/or math program, possible referral for an FBA (Functional Behavioral Assessment), possible referral for intensive in-home supports, possible referral for after-school/Saturday programming.

Assessments and Progress Monitoring: Frequent progress monitoring (minimally weekly) using assessment tools that accurately target students' focus areas for improvement; additional assessments of certain individual skills (including diagnostic assessments and comprehensive evaluation).

SECTION II: STRENGTH OF ORGANIZATIONAL EFFORT

1. Experience and Expertise of Founders

- a. Provide a list of the founding group members that developed and designed the application for the proposed school, as well as resumes detailing the background, relevant experience, knowledge and expertise, and/or qualifications of each founding member.

The founding team is comprised of prominent members of the Middletown community, and CPS employees who are credentialed as administrators in Connecticut. The founding group met weekly throughout the spring, summer, and fall to discuss and work on the charter school proposal and community outreach. A resume for each of the founding group members can be found in Appendix D.

Stephen D. Perry, MSW, EdD: Dr. Steve Perry is the Head of Schools for Capital Preparatory Schools, Inc. (CPS) He has become a national icon in the education revolution, a change agent who is tireless in his fight for providing equal and competitive opportunities for children who otherwise would not have a voice. His mission is simple: high-quality education with college bound opportunities for children in poverty. Before founding CPS and focusing on providing quality public charter schools to low-income families he was the founder and Principal of Capital Prep Magnet School in Hartford, which has been cited by US News and World Report as one of the top schools in the county.

Ayanna Carter, EdD: Dr. Carter is the Assistant Superintendent for School Leadership for Connecticut. She has more than 12 years of classroom management and administrative experience, and previously served as Capital Prep Harbor's Upper School Principal. She is responsible for the oversight and management of the schools in Connecticut, including academic performance, day-to-day operations, implementation of systems and structures, compliance, fidelity to the model, renewal, and authorizer communication and relations.

Bishop Dr. W. Vance Cotten, Sr.: Bishop Cotton serves as Senior Pastor of Shiloh Missionary Baptist Church, where he has led for the past 30 years. In this role, he oversees over twenty-five active ministries. He previously served as the CEO of the Shiloh Baptist Community Development Corporation, Shiloh Manor Elderly Housing, Inc. and W. V. Cotten Ministries. He has served the community extensively as a volunteer. This includes service as the former President/Chairman and Executive Director of the Board of Hartford Behavioral Health, and as a founder of the Now Faith Financial Corporation Cooperative, which is a branch of the Seasons Federal Credit Union. To note a few others, he is a former member of the Middlesex United Way Board of Directors, the Middletown Police Department Leadership Council, the Connection Board of Directors, and the Middletown Board of Education.

Sana Cotten: Ms. Cotten is the founder Unashamed, Inc., a 501(c)(3) non-profit organization which fosters emotional health in disadvantaged families that have experienced incarceration, foster care, and teen pregnancy. Through various initiatives, Unashamed, Inc. is equipping families with the tools they need to dismantle unhealthy generational patterns, and transition from surviving to thriving. She is active in the Middletown community and has a passion for advocacy work and working with youth within the foster care system.

Rev. Moses L. Harvill: Reverend Harvill serves as Pastor of Cross Street AME Zion Church and has an extensive history as a community advocate and volunteer with a variety of organizations. Among his many efforts, he is a key organizer of the Ministerial Alliance of Middletown, a coalition of dedicated pastors serving the community and serves as chairman of the housing coalition. He also has an extensive history of supporting education initiatives. The Cross Street Training & Academic Center, Inc., an after-school tutorial program, was established as a 501(c)(3) non-profit with his guidance and support, and he also organized and developed an annual Back-to-School Community Day that provides supplies to more than 500 children. He has received numerous service accommodations and awards throughout his career.

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Dario Highsmith: Mr. Highsmith has committed his career to working to assist and guide children who have been psychologically and physically abused. He is a Middletown resident and currently works for the State of Connecticut's Department of Children and Families as Children's Service Worker, a position he has held since 1999. Mr. Highsmith attended and graduated from Middletown High School and Middlesex Community College.

Yvette Highsmith Francis: Ms. Francis has spent thirty years working in social/human services and health care settings. She is Regional Vice President for Community Health Center, Inc., where she oversees health services to over 17,000 school age children and partnerships with over twenty districts. Ms. Francis also provides support services to non-profit and faith-based organizations for strategic growth, development, and capacity building. Her record of community service includes serving on the Board of Directors of the United Way of Central Connecticut and Grace Academy Hartford.

Stepfan Holley: Mr. Holley is a Middletown resident who has volunteered extensively for youth sports for more than a decade. He presently works for Peapod in Cromwell. He has expertise in warehouse and manufacturing operations including inventory management and time management and is a certified forklift operator. Mr. Holley currently supports Middletown High School basketball and previously served as a volunteer for high school basketball at Capital Prep Hartford.

Barbara Wade Holloman: Ms. Holloman is Director of Health Equity at the Community Health Network of Connecticut. In this position, she works with leadership and outside stakeholders to improve access, health, and health outcomes and to address race/ethnicity, LGBTQ, geographic, and income related disparities. She resides in Middletown, where she has served as a volunteer for over 25 years guided by a passion for community service and commitment to helping locals in need. She currently serves as Chairperson for the Racial Equity & Inclusion team of the Middlesex United Way, is Secretary of the organization's Women's Initiative, and is a member of the organization's Housing Team. She also is a member of the Steering Committee for the Middlesex Health Women's Wellness Fund and an Executive Committee Member for the Middlesex County NAACP. Her extensive volunteerism has helped her help thousands of local residents over the years.

Apostle William J. McKissick: Apostle McKissick, Jr. is Senior Pastor for New Jerusalem Christian Center. He is currently employed as Chaplain for the Department of Corrections, serving at MacDougall-Walker Correctional Institution. His history of community activism includes participating as President for the Interdenominational Ministerial Alliance, and as President for Youth Challenge International. His activism work also includes experience as Vice-President for Home Ownership People Empowerment (H.O.P.E) and as a Board Member for the Juvenile Review Board. He was employed at IBM Corporation as an Account Administrator from 1969-1999.

Linda Miller: Ms. Miller is an educator and health care professional with extensive experience working for Middletown Public Schools. She served as an 8th grade science teacher from 2002 through 2009, and since that time, has continued her service as a substitute school nurse and substitute teacher. For many years she has volunteered extensively throughout the community. Highlights include her service as a member of the Muhammad Islamic Center of Greater Hartford where she serves on its Board as chairperson of the Human Services Committee. Ms. Miller is also a member of the Muslim Coalition of Connecticut and serves on its Speakers Bureau and its Community Service Committee and is also a member of the Greater Hartford Interfaith Action Alliance and the Middlesex County NAACP.

DeLita Rose-Daniels, CHW: Ms. Rose-Daniels is a highly motivated, client-centered Human Service Provider dedicated to health and education equity. She is skilled in program development, coordination, transitional and medical case management, group and independent level interventions, community outreach, and direct care. Ms. Rose-Daniels has experiences with diverse compromised underserved

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populations that have been marginalized by poverty, health disparities, race, and other socio-economic factors. She is a current member of the Middletown Board of Education. Her affiliations also include service for the OHS Community Health Advisory Board (Co-Chair), on the Middletown Board of Education's District Equity Leadership team (advisor), the NAACP Middlesex County Branch (youth advisor), and the United Way (volunteer).

Les Saunders: Mr. Saunders is a retired educator who worked for years as a teacher and counselor in Middletown Public Schools and as an adjunct professor at Central Connecticut State University. For nine years he taught music education, and for 26 years he served as a school counselor at Middletown High School, where he was Co-advisor of a student organization called the Minority Student Coalition. He also served as a Scholarship Chairperson and as a Historically Black College and University tour representative. Mr. Saunders has committed many years to community service with Middletown youth sports and as a member of Shiloh Baptist Church. He has provided support to Capital Prep Harlem and Capital Prep Harlem, most recently as a volunteer counselor and college advisor.

Anita Ford Saunders: Anita Ford Saunders is a veteran in the communication and public relations profession and has over thirty years' experience creating and implementing strategic communications plans. She has led communication departments for locally and nationally based nonprofits and served as a consultant for leading foundations. She was recently elected as President of the Middlesex County NAACP. Her collaborative work in communications and public relations earned her three Emmys and Gold and Silver Mercury Awards from the CT Valley Chapter of PRSA. She also received a first-place award for excellence in journalism from the Society for Professional Journalists.

Scott Wojnarowicz: Mr. Wojnarowicz serves as the Executive Director of Curriculum and Instruction at CPS. He has been a teacher and leader in the math department at Capital Prep since 2005, and, prior to that, he was a founding member of the Capital Prep magnet school planning committee. He helped create many of the network's foundational curriculum and instruction documents, including the Capital Prep Blueprint. He currently leads a team of subject-based Directors of Curriculum (DCs) and serves as a DC for math.

- b. Identify which members intend to serve on the governing council of the proposed school. In addition, please describe whether members of the founding group anticipate moving into another role or relationship (employee, consultant, etc.) with the proposed school and, if so, how many.**

The following members of the founding team are expected to join the Board of Directors (Governing Council):

Chair – Yvette Highsmith Francis

Vice Chair – Barbara Wade Holloman

Treasurer – Les Saunders

Secretary - Linda Miller

Members- Reverend Harvill, Bishop McKissick, DeLita Rose-Daniels, and Sana Cotten

Two members of the founding group are employees of CPS (Dr. Perry and Mr. Wojnarowicz). CPS will have a contractual relationship with the school as a nonprofit Charter Management Organization. Dr. Carter is currently employed by Capital Prep Harbor as the Assistant Superintendent for School Leadership (CT). This position oversees all Capital Prep sites in the state, and it is anticipated this will include Capital Prep Middletown as well.

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- c. Identify any organizations, agencies or consultants that are partners in designing or establishing the proposed school. Please include a brief description of their role and any resources they have contributed or plan to contribute to school development. If the founding team is partnering or planning to partner with an organization, please include evidence demonstrating the organization's record of student achievement and ability to operate a high-quality school.**

CPS has been a partner to the community founders as they have together pursued charter approval. This school is designed as a replication of the internationally recognized Capital Prep model that the state of Connecticut has already approved twice – first as a magnet school in Hartford and again as a public charter school in Bridgeport. CPS has had a role in supporting and participating in community outreach and in constructing the application. CPS is a nonprofit Charter Management Organization and details of this proposed partnership are provided below.

2. School Governance and Management

Pursuant to C.G.S. § 10-66aa, a charter school is organized as a nonprofit entity operated independently of any local or regional Board of education, in accordance with the terms of its charter. The responsibilities of the charter school's governing council include but are not limited to: developing and implementing policies; hiring qualified personnel to manage the school's day-to-day operations and holding them accountable for meeting established goals; and establishing a long-range plan that will ensure the school's continued stability and financial viability.

- a. Indicate the structure of the governing council, including officers, members (distinguish between voting and non-voting ex-officio members), and length of terms and committees (denote the officers or members on each committee). Please include an organizational chart that encompasses the governing council, council committees, and employees of the proposed school. No member or employee of the governing council may have a personal or financial interest in the assets, real or personal, of the school.**

Capital Prep Middletown will be a nonprofit entity with an engaged and highly skilled Governing Council (this will be called the Board of Directors or Board) that will operate in good faith to fulfill the duties and responsibilities in its charge. This will include developing and implementing school policies, hiring and evaluating the school Principal, hiring and evaluating the CMO, holding both the school leadership team and the CMO accountable for reaching academic goals, and establishing strong long-term financial plans. The Board will have between seven and 15 members, and the term of office will be two years. A member may be appointed for a shorter term to permit staggered terms or to fill an unexpired term vacancy. The Chairperson of the Middletown Board of Education or his or her designee will be included on the Board, as will an illuminator (teacher) from the school, a student representative seat shared by two student leaders from the school, and at least one parent or guardian. Each of these members have full voting rights subject to a fully executed Conflict of Interest policy, and all will be counted in determining a quorum. There will be no compensation for Board participation, and no member may have a personal or financial interest in the assets of the school, which will be explicitly articulated in the Bylaws. The Board will also execute a strong Conflict of Interest and Anti-Nepotism policy. The Board will have an elected Chair, Vice Chair, Secretary, and Treasurer. The officers will be elected annually and may be removed by an affirmative two-thirds vote. Vacancies will be filled on an ongoing basis if necessary.

Chair: The Chair will conduct the duties of management, subject to the control of the full Board, such as general supervision, and will direct monthly business and activities. The Chair will execute documents and policies on behalf of the Board unless authority is specifically delegated elsewhere.

Vice Chair: The Vice Chair will act as the Chair in their absence, and when doing so will have the power and authority of the Chair. Additionally, the Vice Chair will carry out duties delegated by the Chair.

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Secretary: The Secretary or designee will provide written notice of all meetings, will keep meeting minutes, and provide copies of minutes and information in accordance with the Bylaws and the laws of Connecticut. The Secretary will also act as the custodian of the corporation's records.

Treasurer: The Treasurer will be the principal financial officer and will ensure there is a strong and correct accounting of the school's property and business transactions.

The Board will use committees to support its oversight and accountability functions. Standing and special ad hoc committees will be established in response to need and will function in accordance with the Bylaws. In general, it will be the responsibility of the Chair of the Board to appoint members to committees based on their expertise and interests. The Executive Committee and Nominating Committee will only consist of Board members, but other committees may include individuals such as staff (from the school or CMO), parents/guardians, and community members. The following structure will be established upon Capital Prep Middletown being chartered with the following key responsibilities.

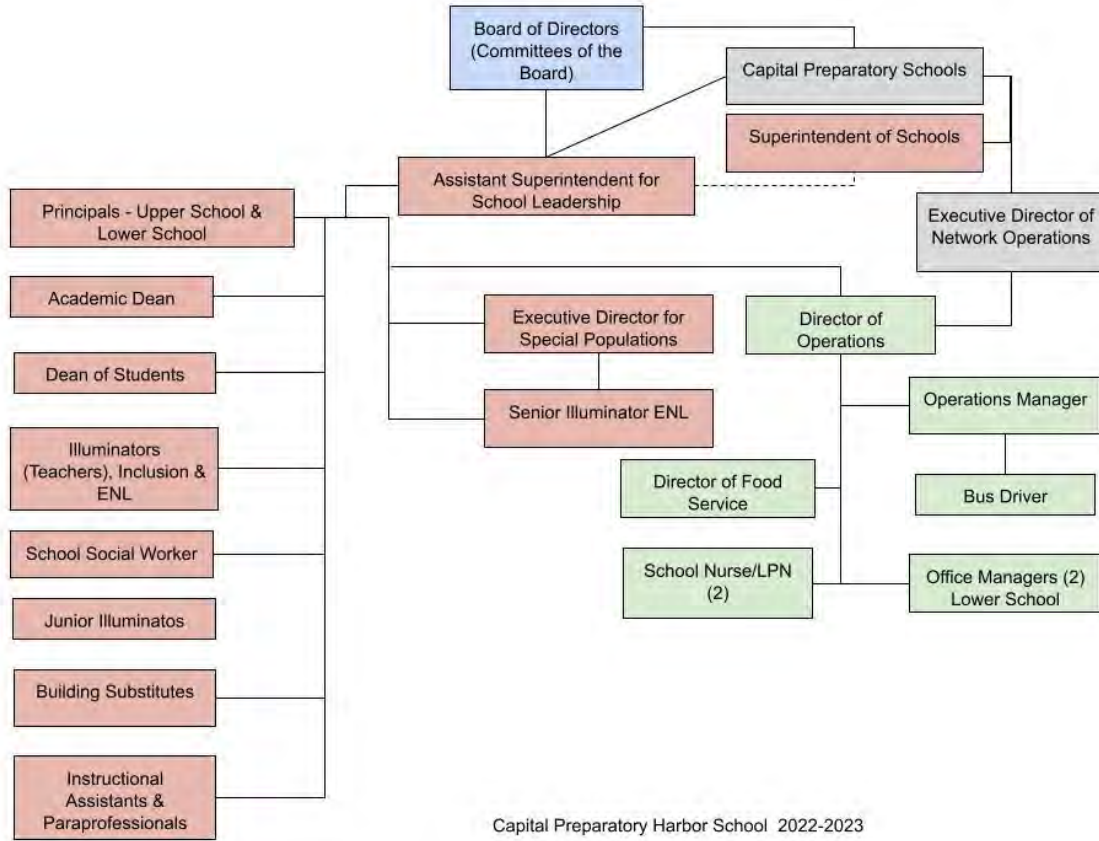
Board of Directors (Governing Council): Comprised of 7-15 members, the Board will conduct the affairs of the school, subject to education law, not-for-profit law, and the school's charter and Bylaws.

Nominating Committee: The Nominating Committee will be convened annually, or when a vacancy occurs, to lead on recruitment, orientation, and continuing education issues.

Standing and Special Committees: The Middletown Bylaws will allow for standing committees which will be convened as appropriate to facilitate the process of providing oversight and accountability, such as an Academic Committee and a Finance Committee. The Bylaws will be modeled upon those currently used by Capital Prep Harbor, as these have been vetted and have proven to provide a successful structure for governance. The tasks of an Academic Committee include overseeing the educational program and continuously reviewing student and school data. The tasks of a Finance Committee include meeting regularly to oversee the preparation of the annual budget, monitor the financial performance of the school in alignment with budgeted revenue and expenses, and overseeing the annual audit process.

The chart below reflects the organizational structure and lines of reporting for Capital Prep Middletown.

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b. Describe the criteria and procedure for selecting officers and members of the governing council, including, teachers, parents/guardians, and local school Board chair or superintendent or designee.

Candidates for the Board of Directors must reflect the core values of the Capital Prep model and culture and must be a good match with the school’s mission and needs. Above all else, Capital Prep aspires to create a culture of respect and empathy within all aspects of the school community and expects that of its governing Board as well. Capital Prep Board members, employees, scholars, and families are expected to always act in accordance with the CPREP Learner Expectations (Collaborator, Problem Solver, Researcher, Empathetic Citizen, and Pillar of Knowledge), not only in the academic sense, but also in behavior, language, and attitudes. Further, while appointing subsequent officers and members, the Board will ensure there is skill and diversity that reflect subject matter expertise in key aspects of operations and school leadership including: fundraising and development; finance; strategic planning; community relations and partnerships; academic excellence and performance; social justice and equity in education; and regulation and governance.

Each candidate will be expected to agree to a series of Capital Prep Board Expectations including meeting attendance, abiding by Freedom of Information requirements and all other regulations and laws applicable to the school, participation in annual CMO evaluation, and ensuring due diligence is followed regarding the budget, audited financials, and expenditures in alignment with strong fiscal policies and procedures. Two sets of criteria will be used to guide the process of recruiting and selecting Board members; the first is broad and the second specific. First, the broad criteria is to demonstrate: 1) a commitment to the education of all children; 2) a commitment to the implementation of the school mission and vision; 3) a commitment to actively participate in the decision-making process that bears responsibility for the

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success of the program; and 4) a commitment to the two-year period of dedicated service. The specific criteria the founding group has established to determine the appropriateness of candidates includes: 1) representing the school's key constituent groups including illuminators (teachers), students, and parents; 2) reflecting the diversity of the Middletown area and community including race and ethnicity, socio-economic background, and geography; 3) having the skill sets, knowledge, and expertise in the key aspects of school operations; 4) having strong ties to the community; and 5) demonstrating the ability to work collaboratively and make decisions in the best interests of the students being served.

Officers will be expected to meet these criteria that apply to all members of the Board. Additionally, the following criteria will guide the selection of officers: 1) demonstrating a deep understanding of the distinctions between governance and management; 2) having strong leadership skills that inspire collaborative commitment to the mission and vision of the school; 3) consistently displaying strong facilitation and communication skills; and 4) having a demonstrated ability to support the skills of a strong Principal. Further, candidates will be expected to have either the education, skills, and/or life experiences that qualify them for the seat being filled. For example, the Board might be looking for someone with legal and/or governance expertise, so those with a background in the law would be ideal, and the Treasurer position will require someone with a background in finance, budgeting and/or accounting. The Board will always include and involve community stakeholders and those with expertise in K-12 education. In accordance with C.G.S §10-66bb(d)(3), an illuminator (teacher) will be appointed to represent employees of the school and help ensure the program, mission, and strategic planning and goal-setting efforts best serve the interests of the students and families. An invitation will also be extended to the Chairperson of the Middletown Board of Education, as the Chair, Superintendent, or designee is statutorily required to serve on the Board as well. Further, the founding team understands the statutory requirement to ensure a student and parent representative are appointed to the Board, and this will be honored. The model identifies a Head Girl and Head Boy, and these two scholars will jointly serve to represent the interests of students. More than one parent may be elected to serve as well.

Candidates will be vetted and advanced to the full Board for consideration by a Nominating Committee which will be convened annually or if there is a vacancy in order to evaluate needs and recruit candidates in relation to upcoming vacancies. Additional information about this process is provided below (d). The Board will vote to appoint new members to serve staggered two-year terms.

- c. List the individuals who would serve as officers and members of the governing council, their names, relevant experience, and/or qualifications for serving on the council, as well as their relationship to the community in which the school would be located. Please note that the council should include the involvement of teachers, parents, and the chairperson of the local or regional Board of education of the town in which the proposed school would be located, or the designee of such chairperson, provided such designee is a member of the Board of education or the superintendent of schools for the district or his/her designee.**

The following founding group members are expected to serve as officers and members (resumes are in Appendix D):

Yvette Highsmith Francis, Chair: Ms. Highsmith has thirty years of experience in social and human services and health care settings and has made a lifelong commitment to the empowerment of people through organization, education, and advocacy. She has extensive communication and leadership skills that have been proven in diverse cultural and socio-economic settings. Her commitment to racial and ethnic health equity and social justice and experience with non-profit organizations have positioned her well to take on the duties of Board Chair. She currently serves as Regional Vice President for Community Health Center, Inc., where she is part of senior leadership providing oversight of operations and services. This includes overseeing health services to over 17,000 school age children and partnerships with over

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twenty districts. She also provides a range of services for strategic growth, development, and capacity building to many not for profit and faith-based organizations. She has a Master of Business Management from Cambridge College and a Bachelor of Arts from Long Island University. She has served many local organizations in a governance capacity including as Vice Chair of the Board for United Way of Central Connecticut and Vice Chair of the Board of Directors for Grace Academy Hartford, a private school.

Barbara Wade Holloman, Vice Chair: Ms. Holloman is an accomplished professional and caring member of the Middletown community. She has had an extensive career with the Community Health Network of Connecticut, Inc., where she currently serves as Director of Health Equity, and has worked tirelessly as a volunteer serving various community-based organizations in Middletown. Highlights of her work as a community volunteer and advocate for justice include serving in various capacities for the Middlesex United Way, Middlesex Health Women's Wellness Fund, Middlesex County NAACP Branch, and the American Heart Association – CT, to name a few. Her professional and educational experience in business has equipped her with the skills to effectively serve as an officer of the Board. She holds a Master of Business Administration from Albertus Magnus College and is a strong and effective communicator and facilitator with a history of working in positions with responsibilities geared toward compliance, auditing, and ethics.

Linda Miller, Secretary: Ms. Miller has a history of volunteerism and community service and has experience providing governance and oversight for organizations in Middletown and the Greater Hartford area. For example, she is a past Secretary for the International League of Muslim Women – New England Chapter and is a past Chair of the Speakers Bureau of the Muslim Coalition of Connecticut's Community Service Committee. Additionally, Ms. Miller is a member of Muhammad Islamic Center of Greater Hartford, serving on its board and as chairperson of the Human Services Committee. She is well positioned to leverage her governance experience into charter school service as she is also a former 8th grade science teacher. She currently works for the Middletown Board of Education as a substitute nurse and substitute teacher. Her education background includes having earned a Master of Business from Western New England College, and she is a certified middle school science teacher in the state of Connecticut.

Les Saunders, Treasurer: Mr. Saunders served as a music education teacher and as a school counselor for Middletown Public Schools for over thirty years. He also served as an adjunct professor at Central Connecticut State University for twelve years. This combination of teaching experience spans K-12 and higher education, which uniquely positions Mr. Saunders to understand and provide oversight of Capital Prep's college preparatory, early college design. Additionally, his service as a counselor gives him insight and experience that enables him to understand and advise on the affective services program in a comprehensive manner. Mr. Saunders has direct experience with Capital Prep, as he currently serves as a volunteer counselor and college advisor for the schools located in Harlem and Bridgeport. Mr. Saunders earned a Bachelor of Science in music education and also holds a Master of Liberal Studies and Music and a Master's degree in Counseling Education. He has been an active member of the Middletown community supporting both youth soccer and youth tennis, as well as directing and leading music and education for Shiloh Baptist Church for over thirty years.

Reverend Harvill: Reverend Harvill's focused leadership and love for people trickles down to his congregation and issues throughout the Middletown community through his many deeds of service. To name a few, he has served on the Board of Directors of the I Have A Friend Youth Center, Cross Street Training & Academic Center, Inc., Nehemiah Housing Corporation, St. Vincent DePaul Place, Middlesex United Way Board of Directors, Planned Approach to Community Health (PATCH), Yale University's Black Seminars, IMPACT Professional Business Organization, and The Alabama Council on Crime and Delinquency and Alabama Peace Officers Association. Presently, Reverend Harvill serves in the Northeastern Episcopal District and New England Conference of the African Methodist Episcopal Zion

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Church. He is a key organizer of the Ministerial Alliance of Middletown, a coalition of dedicated pastors serving the community, and serves as chairman of the housing coalition. Reverend Harvill serves as president and founder of H.O.P.E., Inc. (Home Ownership Providing Empowerment). Under his leadership local families have been given the opportunity to become first-time homeowners. In addition, he serves as the chair of the City of Middletown Jones Fund. Under his administration, funds have been distributed to benefit persons in financial need in the city of Middletown. His concern for education propelled him to organize and develop a successful Back-To-School Community Day, providing school supplies and accessories to over 500 children in the Middletown community. This annual event has been attended by the mayor of the city, the school superintendent, and social service agencies and other community organizations and businesses. Under his leadership, Cross Street Training & Academic Center, Inc., an after-school tutorial program, was established as a 501(c) (3) non-profit. His extensive history as a volunteer, community advocate, and agent of change uniquely positions him to serve on the Capital Prep Middletown Board, where he will leverage his governance and leadership experience to help launch the school successfully.

Apostle McKissick: Apostle McKissick is a long-serving leader of the faith community in Middletown, so he understands the needs and desires of families, including the demand that exists for a school designed in accordance with the Capital Prep mission and model. As Chaplain at the MacDougall-Walker Correctional Institution he administers, supervises, and performs work to guide inmates in the correctional facility setting. He has also served as an Adjunct Professor for the Middlesex Institute of Technology and Theology since 2010, which has given him additional perspective regarding higher education. Apostle McKissick has dedicated himself to service through community activism in Middletown. These activities include participation with organizations such as the Interdenominational Ministerial Alliance, Youth Challenge International, Home Ownership People Empowerment, Inc. (H.O.P.E), and the Juvenile Review Board. He will use these experiences to provide oversight and leadership as a member of the Board of Directors for Capital Prep Middletown.

Sana Cotten: Sana Latrease Cotten is the Founder of Unashamed, Inc., a 501(c)3 non-profit organization which fosters emotional health in disadvantaged families that have experienced incarceration, foster care, and teen pregnancy. Ms. Cotten has a passion for advocacy work and youth within the foster care system. She has worked alongside the Department of Children and Families (DCF) in the state of Connecticut in various roles including as a QPI Champion (Quality Parenting Initiative) and as a speaker and advocate for the Queen Esther Initiative, a faith based, foster care and adoption recruitment and support program designed to increase the number of licensed foster and adoptive families in the state of Connecticut. In 2019, she was named a 100 Women of Color by June Archer & Eleven28 Entertainment which recognizes the contributions of people of color in business, education, entrepreneurship, entertainment, government, and service and the impact they have made on the lives of people throughout the State of Connecticut and Western Massachusetts communities. She resides in Middletown with her husband where she is raising two children and will use her experience and skills to support Capital Prep Middletown.

DeLita Rose-Daniels: Ms. Rose-Daniels has extensive professional, social, and organizational leadership skills. She is a community health worker and active community volunteer who supports Capital Prep's mission, vision, and educational philosophy. She is committed to serving diverse compromised underserved populations that have been marginalized by poverty, health disparities, race, and other socio-economic factors. Ms. Rose-Daniels is the parent of three children who have attended Middletown Public Schools. Notably, Ms. Rose-Daniels serves as a member of the Board of Education, having been elected in 2019 and it is anticipated she will be the Middletown Board designee on the Capital Prep Middletown Board. She is an advocate for educational equity, healthy communication, closing achievement gaps, and special educational services. These experiences, including navigating the local public school system as a

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parent to serving as a leader on the Board of Education, have equipped her with skills and knowledge that will be directly beneficial to Capital Prep Middletown's Board.

Additionally, the Head Girl and Head Boy will jointly serve to represent students (sharing a single seat), and at least one parent will be elected.

d. Describe the plan to appoint subsequent officers and members to the governing council. Please detail the recruitment, selection, and removal procedures.

A thoughtful process will be followed to appoint subsequent officers and members to the Board. To select subsequent members, the Board will appoint a Nominating Committee every year in advance of the annual meeting. The purpose of the Nominating Committee is to examine the needs of the Board from a membership angle and to establish a slate of candidates to be considered for appointment as members and officers. Prior to the annual meeting, the Nominating Committee will provide information regarding the candidates to ensure members are equipped with what they need to vote. Membership appointments will be made annually via an election held by the full Board at the annual meeting, and officers will be elected annually at this meeting as well. The criteria that will be used to guide the selection process is provided above in Section II (2) (b). Selection will be by majority vote of the current membership; removal will be possible if there is an affirmative two-thirds vote. New officers will be appointed to one-year terms at each annual meeting, although officers may also be appointed at other times to fulfill the remaining term if an officer position becomes vacant. To appoint new officers, the same criteria will be required as outlined above. The process will include the following steps:

- 1) The Nominating Committee will review and understand the Bylaws, Capital Prep's Board Expectations, the charter agreement, and Board Policies. Additionally, copies of these key documents will be shared with candidates to help them understand the school
- 2) The Nominating Committee will review the needs of the Board to inform their recruiting exercises. Recruitment priorities will include subject matter expertise in the following key areas of operations and school leadership:
 - Fundraising & Development
 - Finance
 - Strategic Planning
 - Community Relations & Partnerships
 - Academic Excellence & Performance
 - Social Justice - Equity in Education
 - Regulation & Governance
- 3) Background information about candidates will be shared with the full Board, and candidates will meet with current members, which will include the opportunity to attend a meeting to observe governance in action. Candidates will be encouraged to ask questions and the Board will vet the candidates to determine if they would be a good fit.
- 4) The process culminates with a vote during the annual meeting (or at another time if a vacancy is being filled).

Board members will be able to resign at any time and, as noted above, may be removed by an affirmative vote of two-thirds. No member who is struggling to meet their obligations as a member of the Board will be removed prior to being offered support from other members and/or CPS.

Describe how the governing council will exercise oversight and responsibility for the overall operation of the school, including, but not limited to, educational programs, governance and fiscal management, personnel, facility maintenance, and community outreach. In addition, please explain

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how the governing council will hold the proposed school accountable to both parents and other stakeholders.

At all times, the Board of Directors will exercise dynamic and effective oversight and responsibility for every aspect of the operation of the school. The school will be governed in accordance with the terms of its approved charter, all applicable laws and requirements of the Connecticut State Board of Regents as the authorizing entity, and its approved and executed Bylaws. The Board will be led by a talented slate of Officers and supported by Committees in order to accomplish the following broad goals:

- **Establish/ Enforce Organizational Identity**
 - Ensure effective planning and communication
 - Enforce mission and purposes and advocate for them
- **Ensure Resources**
 - Enhance the organization’s public standing
 - Ensure and advocate for adequate financial resources
 - Build a competent and committed Board
- **Provide Oversight**
 - Support and evaluate the CMO
 - Monitor and strengthen school model, culture, and programs
 - Protect assets and provide financial oversight
 - Ensure legal and ethical integrity in all actions

The Board will be mindful of its role as one of governance with an emphasis on policymaking, planning, evaluation, and accountability, and not one of daily management. The Board’s responsibilities to exercise oversight and accountability as it relates to the educational programs, governance and fiscal management, personnel, facility maintenance, and community outreach will be accomplished through the following key functions:¹

- 1) Developing, implementing, and monitoring the school’s policies. Board approved policies will serve as the road map for the school.
- 2) Developing, implementing, and monitoring the school’s short- and long-term goals. These will give direction to the administration and staff and will be the foundation for accountability at the governance level.
- 3) Selecting, retaining, and co-evaluating the top Capital Prep school leader (Assistant Superintendent for School Leadership) who will serve as the chief executive officer of the school, supervise the principal, and will implement policy.
- 4) Establishing good working relationships with the administration and CMO.
- 5) Serving on various hearing panels on critical issues related to school operations.
- 6) Building public support and understanding of public charter schools/education. This will include communicating and interpreting the school’s mission to the public.

As noted above, the strategic use of committees (both ad hoc and standing) will facilitate governance work as appropriate and relevant given the time of year and issue. Committees will report on their work, share guidance, and make recommendations to the full Board for review. An effective committee structure will ensure the Capital Prep Middletown Board is a working Board actively engaged in overseeing school operations. All members of the Board will have the right to actively engage in discussions and vote on all issues that come before the full Board or any committee, with a few exceptions as required by parameters established in the Conflict of Interest policy.

¹ These were developed by the Connecticut Association of Boards of Education (CABE) in the publication “So, You Want to be a School Board Member,” online: https://www.cabe.org/uploaded/single_pages_so_you_want.pdf

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Importantly, each month during regular meetings, the full Board will receive a detailed data dashboard to monitor the school's progress and provide information to be used to guide discussions and decisions. There will also be a standing Principal's report each month, and the Board will request reports on relevant topics throughout the year, prompted by the needs of the moment. For example, a progress report might be requested related to staff certification. Time will also be devoted to reviewing the annual audit each year. Using the information shared in the dashboard and through various progress reports, the Board will safeguard the mission of the school and will conduct its work within the following priority areas.

Policy Development and Legal Compliance: The Board will develop policies for the school that will address all areas of operation including personnel management, financial management, and organizational structure. The Board's policies will comply with all applicable state and federal laws and local statutes related to the operation of a school, including the care of students and employment of staff. The Board will govern in a manner that holds the school to the highest standards of conduct and will consult with an independent attorney with experience in charter school law and governance.

Education and Student Achievement: The Board will conduct detailed reviews of the performance of the school program. The monthly data dashboards will include the most recent NWEA MAP data, and additional data will be reviewed as they are released, such as SBAC results, graduation rates, and other metrics that align with established educational goals. Suspension data will also be reviewed monthly along with enrollment and demographic data. Robust discussions will focus on student achievement and growth, student progress on non-academic goals, and assessments of the school culture. This process will be conducted in alignment with the mission and educational philosophy and will emphasize student growth and development. Further, the Board will understand the SDE's accountability and renewal expectations and will make decisions in alignment with those requirements.

Management: The Board will negotiate the roles, responsibilities, and terms of the contract between the school and CPS, the charter management organization. The Board will approve an Educational Services Agreement with the CMO, which will be similar to the one successfully used between Capital Prep Harbor and CPS. The CMO will be delegated responsibility for the management of the school, in collaboration with the school leadership. The school leader, Assistant Superintendent for School Leadership will be jointly hired and evaluated by the Board, and the Board will also evaluate the CMO.

Finances: The Board will ensure the school operates in a fiscally sound manner. Metrics will be established by the Council which will include goals for cash on hand, working capital, and reserves. Monthly financial statements and additional performance indicators will be reviewed as well.

Personnel: The Board will approve personnel policies for the school which will be presented in an Employee Handbook that outlines the approach to hiring, dismissal, vacation, sick leave, compensation, benefits, and compliance with legal and ethical standards.

Facilities: The Board will be responsible for ensuring facilities are maintained and are conducive to learning in alignment with the chartered educational model. This will specifically include ensuring there is ample space to provide accommodations for students. The Board and CMO will collaborate with the Assistant Superintendent for School Leadership/Principal to identify and plan for repairs, renovations, or other needs that may arise so they can be accounted for during budgeting and so project planning can occur.

Parent Engagement and Community Outreach: The Council will establish and maintain constructive relationships with parents and the community. There will be a continuous emphasis on welcoming parent and community stakeholders to become involved with the school and to attract resources.

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Accountability: Ultimately, the Board must and will focus on accountability to a variety of stakeholders – public accountability is central to the charter model and is something Capital Prep Middletown’s founders embrace. The school and Board will be accountable to students, parents, staff, the community, local taxpayers, and the Connecticut State Board of Education for results that encompass both academics and the proper stewardship of public funding. During each meeting public comment time will be honored and on a daily basis very robust parent engagement is central to the model. For example, parents are active participants in Student Led Conferences and are thought partners in the college exploration and planning process. Parent involvement will be reported on in detail with each monthly Principal’s report, which will also include information that allows the Board to monitor how the school communicates with families. Occasionally, the school will host data-centric “state of the school” meetings for families as well. The school will also comply fully with accountability reporting including timely provision of the annual report to the State Department of Education.

- e. Describe the authority the governing council will delegate to the school’s administrator. Explain the process by which the council and administration will make decisions and provide evidence of the distinct roles and responsibilities of council officers, members, committees, and school administration.**

The Principal will manage the day-to-day operations of the school with the support of the Assistant Superintendent for School Leadership and the CMO. The Principal is the head of the school leadership team. Together with the Academic Dean and Dean of Students, the Principal will provide strategic and instructional leadership and will oversee illuminators (teachers) and lead students. The decision-making process will include the Board and its officers and committees as well as the Principal and Assistant Superintendent for School Leadership in collaboration with CPS. The Board will adopt policies and procedures for systems within the school and will collaborate to develop goals and objectives. The Board will also monitor progress toward goals and will develop relationships and resources to support school operations. Decisions will be made in alignment with the advice and recommendations developed by officers and committees and will be based on data whenever possible. The officers will lead the Board and will lead committees as assigned. They will also create lines of communication within the Board and with administrators and the CMO to ensure the success of the school. The Principal and leadership team will manage daily operations in alignment with approved policies and will participate actively in meetings and other activities to support decision-making. Both the CMO, Assistant Superintendent for School Leadership, and Principal will provide data and information as requested by the Board, its officers, and committees. Various members of the leadership team will also oversee school-based committees and will gather recommendations and input from stakeholders to be communicated thoroughly with the Board as decisions are under consideration.

To summarize, the Board will be responsible for governance and oversight, and through the policy-making process will establish the systems and parameters to guide the school with the input of officers, committees, and the leadership team as appropriate. The Board bears the ultimate responsibility to ensure the school is succeeding in accomplishing its mission and goals, which will be determined based on a number of factors including the frequent review of data. The CMO, Assistant Superintendent for School Leadership, and school leadership team will be responsible for daily management and will work in good faith to provide the recommendations and information the Board needs to conduct their due diligence. A visual display of these reporting lines and responsibilities can be found in the school-based organizational chart provided in Section II (2) (a) and the CMO-based organizational chart provided in Section II (2) (g) (A).

- f. Describe the criteria and process by which the governing council will hire and evaluate the school’s administrator(s).**

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The Board of Directors will hire the Principal and Assistant Superintendent for School Leadership but will not be involved in hiring for additional administrative positions. When the need arises to hire a Principal, a thorough search will be conducted, and each candidate will be interviewed by a panel which will include representatives from CPS. For full transparency, there will be a standard set of criteria and qualifications developed and shared with candidates through a clear job description. The job description will be updated as necessary to meet the needs of the school in the moment. The Board and CMO will use the job description as a guide to establish a fair and uniform approach to interviews and any performance-based tasks that may be part of the vetting process. The final candidate will be cleared by a rigorous background check prior to a formal offer being extended. Ultimately, the Board has final authority to hire the individual they think best meets the criteria; however, the Board will collaborate with CPS to identify strong candidates for the position and will listen to recommendations made by the CMO regarding the hiring process. A more detailed explanation of the hiring process can be found below, in (3) (b).

The Principal will be evaluated in accordance with the state of Connecticut's System for Educator Evaluation and Development (SEED) for Administrators by the Assistant Superintendent for School Leadership.² The Assistant Superintendent will also be evaluated using the SEED for Administrators. The Capital Prep network has extensive experience navigating SEED and will use this expertise to ensure the evaluation process for Capital Prep Middletown is strong and impactful. To that end, the Board will delegate the task of conducting a leadership evaluation to the CMO, although the Board will retain responsibility for a thorough review of the process and results and will be responsible for approving the final evaluation. Dr. Carter, Assistant Superintendent for School Leadership, and member of the founding team is certified and will administer the SEED evaluation for the Principal. Dr. Steve Perry, Head of Schools, who spent years as a Connecticut administrator, will be responsible for the evaluation of the Assistant Superintendent of Schools.

The SEED model for administrative evaluations includes four components worth various weights that combine to result in an overall annual rating. The summative annual performance rating designations are exemplary, proficient, developing, and below standard. The four main components fall under two main categories, with the first related to leadership practices and the second related to student outcomes. The leadership components include a) observations of performance and practice (40%) as defined in the Common Core of Leading: Connecticut School Leadership Standards; and b) stakeholder feedback (10%) based on surveys. The student outcomes components include a) student learning (45%) assessed in equal weight by progress on the academic learning measures in the state's accountability system and performance and growth on locally determined measures; and 4) effectiveness outcomes (5%) as determined by an aggregation of success with respect to Student Learning Objectives.³

Per the guidelines for SEED implementation, the Principal will participate in a goal setting and planning process which will be informed by academic and survey data, and evaluators will conduct both a mid-year formative and end-of-year summative assessment. The process will incorporate the administrator's self-assessment as well as site visits by the evaluator specifically for the purpose of gathering information to inform the evaluation.

Also of note, weekly professional development sessions will be led by Capital Prep's Head of Schools, Dr. Perry, for school administrators. These sessions also are aligned with the expectations found in the SEED evaluation and focus on a variety of topics which are designed to help administrators grow in their personal practice as instructional leaders. These sessions are run like graduate level classes and address topics such as using data to inform instruction, developing instructional practices, communicating

² <https://portal.ct.gov/SDE/Evaluation-and-Support/SEED-Model>

³ *ibid*

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effectively with staff, using direct and timely feedback to lead transformation and support school culture, and budgeting to support school needs.

- g. For applicants planning to partner with an organization: Detail any plans to contract with an organization and explain why the organization was chosen to assist with the proposed school. If the governing council of the proposed charter school intends to contract with a charter management organization for whole school management services, include a description of the following:**
- A. Evidence of the charter management organization's ability to (i) serve student populations that are similar to the student population that will be served by the proposed charter school, (ii) create strong academic outcomes for students, and (iii) successfully manage nonacademic school functions.**

Middletown is home to Dr. Steve Perry, the founder of Capital Preparatory Schools. Capital Prep was founded as a CMO in 2012, based on the model created for use in a Hartford magnet school in 2005 (please note the network is no longer affiliated with the magnet school, but the magnet school is still open and operational based on the model created and implemented by Dr. Perry and team). During the time Capital Prep was involved in the Hartford magnet school, three buses a day brought students from Middletown to Hartford, which is over an 80-minute ride. Demand for the program has been consistent in the Middletown community - it not an unfamiliar program or model (please reference Section III, (1) (a) for additional details and context regarding the Middletown community). Dr. Perry and team left Hartford in 2015, and the CMO opened its first school - Capital Prep Harbor in Bridgeport, Connecticut. In 2015, the school served students 6-12 and in 2017 it added K-5. In 2016, Dr. Perry partnered with record producer and performer Sean Combs, also known as P. Diddy or Puff Daddy, to expand the CPS footprint - co-founding Capital Prep Harlem, and continued this expansion to open Capital Prep Bronx, which opened in the Fall of 2020. Currently, Capital Prep supports the K-12 Capital Prep Harbor School in Bridgeport, and the two schools in New York City that each serve middle and high school grades. Over the years, various community members have contacted Dr. Perry to request the founding of a school in Middletown. The timing was right for both the community and the network when the current RFP was issued, so Capital Prep said yes.

Today, the Capital Prep network serves approximately 1,600 students in Bridgeport, Harlem, and the Bronx, many of whom are identified as having at-risk factors or come from historically disadvantaged populations. In 2021-22, the network's population was 5 percent English language learners (8 percent at Capital Prep Harbor) and 9 percent students with disabilities (11 percent at Capital Prep Harbor). Three-quarters of enrolled students are considered economically disadvantaged. The student population served in these schools is expected to mirror the enrollment for Capital Prep Middletown. As was noted in Section I and further detailed in Section III, the community to be served in Middletown is expected to be comprised of families who desperately want choice because their students have been left behind by a district that struggles to meet their needs. Middletown currently is classified as an Alliance District and has a serious achievement gap when comparing the results of the district overall to the results for Black and Latino students. According to the 2022 rankings and information compiled by US News, Middletown's black, Latino and economically disadvantaged students underperform (38.6% proficiency) versus their counterparts (50.6% proficiency) in math, reading and science state assessments.⁴ Although the district serves many white students, nearly 40% of the Middletown High School population identifies as Black or Latino, and another 11 percent identify as multi-racial. Thirty-six percent of the district's

⁴ Us News High Schools Rankings for 2022. Accessed online: <https://www.usnews.com/education/best-high-schools/connecticut/districts/middletown-school-district/middletown-high-school-4484>

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students are eligible for free- and reduced-price lunch.⁵ These are the families the founding team expects will find Capital Prep Middletown attractive as an enrollment option.

Academic Impact: Capital Prep has a unique enrollment model – all schools in the network accept students throughout all grades served, at any time, despite knowing this will negatively impact traditional measures of performance. This includes even taking students during senior year. Capital Prep embraces the challenge of enrolling students who are dramatically behind and sees all scholars as having college potential. The achievement gap for newly enrolled students is very real. In 2021-22, baseline NWEA MAP score analysis for Capital Prep Harbor revealed that **81 percent of newly enrolled students with a fall baseline were behind grade level in math, and 63 percent were behind in ELA.** Further, many of these new scholars were two or more grade levels behind – 50 percent and 36 percent, for math and ELA respectively. Similar trends have been identified in the schools across the network and sometimes it is worse, with **students entering up to four years below grade level proficiency.** Therefore, it is not surprising that many traditional measures and methods of examining performance fail to highlight the many benefits to students offered by the model. Capital Prep exists to serve scholars who have been let down by their past educational experiences and puts each on a trajectory to college and career. This work is not easy. According to The Children’s Reading Foundation, “by the end of third grade, 74% of struggling readers won’t ever catch up. In fact, one of the most important predictors of graduating from high school is reading proficiently by the end of third grade.”⁶ The statement “won’t ever catch up” confirms the depth of the challenge that Capital Prep schools deliberately accepts by enrolling students in elementary, middle and high school grades, many of whom were let down by the traditional system and are significantly behind compared to grade level standards. Despite bleak odds, Capital Prep supports each scholar and has a record of successful academic outcomes to point to as evidence of the model’s strength. More importantly, for the students who have developed providence and gained access to opportunities beyond graduation as a result of the program, it has changed their lives.

The state of Connecticut has already approved the Capital Prep model twice in recognition of the strength of this design and the likelihood that it will result in meaningful educational outcomes and achievements for enrolled scholars, those who are often left behind in traditional districts. The approaches used by Capital Prep schools are research-backed and time-tested, as was detailed in Section I, and they’ve been further refined each year. It bears repeating that the promise and potential of the model and its mission has been accomplished despite the difficulties the network intentionally faces by targeting the most educationally underserved students for enrollment. Despite these challenges, academic data are available to demonstrate the network’s ability to create strong academic outcomes for students. Below are three-year trend data from the SBAC providing a comparison between Capital Prep Harbor and Bridgeport. Because there is no way for CPS to identify matched student cohorts for the district, the information in the chart below includes all tested students in the cohort for both the charter and the district. In 2015, Capital Prep Harbor didn’t serve elementary grades as K-5 scaled in 2017. The table below displays SBAC data over the course of three years for students who entered 6th grade in 2015 and for those who entered 6th grade in 2016. These data represent the most recent three-year trends available due to COVID-19 disruptions and the school’s scale plan.

⁵ Data retrieved from www.public-edsight.ct.gov.

⁶ <https://www.readingfoundation.org/third-grade-reading-matters>

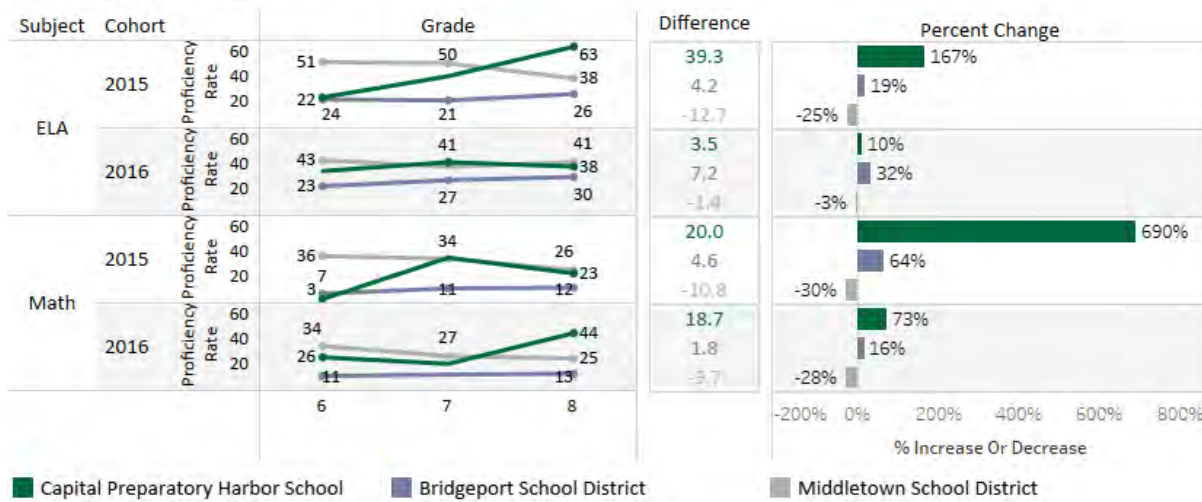
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Historical Cohort Performance

Cohort listed are the year students entered 6th grade. The 2015 cohort was tested in 2016, 2017 and 2018. The 2016 cohort was tested in 2017, 2018 and 2019.

Three year Percentage Point Difference and Percent Change

Difference between 6th and 8th grade by Cohort



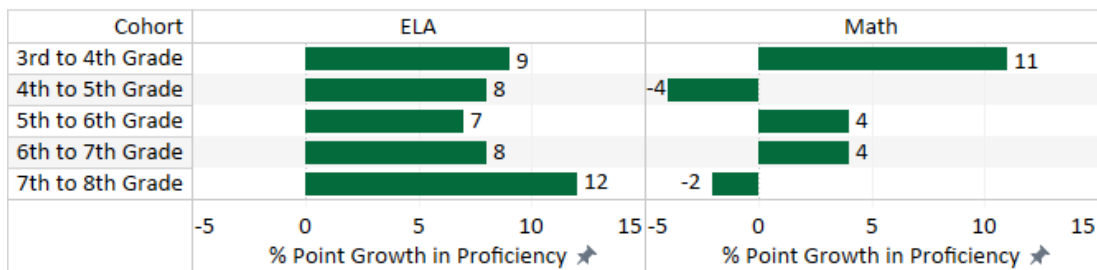
With the exception of the three-year growth trend for ELA for those who entered 6th grade in 2016, Capital Prep Harbor has outperformed the Bridgeport district by meaningful margins according to these results. In the instance of the ELA scores for 6th graders entering the school in 2016 at Harbor did show growth, but at a lower rate than Bridgeport (although the proficiency rate for Capital Prep Harbor scholars in ELA in 8th grade in 2018 was higher in comparison to the district). Overall, these results show a progression of student improvement from 6th to 8th grade in the years immediately prior to the disruption of learning and assessment caused by COVID-19. The critical data takeaways here include that these data show the tremendous academic challenges faced by entering students (as low as 2.9 percent proficiency for Harbor's 6th graders in math in 2015), and also show Capital Prep Harbor's results improved at a much greater rate in comparison to Bridgeport in three out of four instances (167% compared to 19%, 690% compared to 64%, and 73% compared to 16%). Finally, the data displayed also includes Middletown's results for comparative purposes. A notable and concerning trend is that Middletown's proficiency rates declined over the three-year period for each of the cohorts in both ELA and math.

To further highlight the Capital Prep model's promise and potential, a matched student cohort analysis from 2020-21 to 2021-22 shows the school was able to make progress during the most challenging of times. Despite the tremendous difficulties that arose from the pandemic, these data show Capital Prep Harbor's continuously enrolled scholars in almost every grade had a higher rate of proficiency on the SBAC in spring 2022 compared to spring 2021, which is an accomplishment that cannot be overstated in light of the circumstances that disrupted learning.

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2020-21 to 2021-22 SBAC Matched Cohort Analysis

Percentage point growth in proficiency



High school outcomes for Capital Prep schools are also incredibly strong, which is no surprise given the model’s unique approach to establishing a college-bound culture. In elite private schools, whether a student attends college is not a question; it isn’t “if” it is “when.” Dr. Perry’s doctoral work focused on this issue, and his research and observations laid the foundation for the approach Capital Prep uses to guide intentional planning and conversations between scholars and staff to remove doubt about whether graduates will attend college. In other schools, some students have conversations about college. Throughout each of Capital Prep’s schools, every single scholar is instilled with the skills, confidence, and tools they need to ensure they go to college. Ensuring that scholars do enroll, and are positioned to succeed, is the responsibility of every single adult. In fact, it is so central to the program that four-year college acceptance is the singularly most mission-aligned outcome that demonstrates the network’s accountability.

This is accomplished through a complex set of strategies that connect the affective and academic domains. The network uses what is best described as a concierge approach to college counseling. In sophomore, junior, and senior years, a full calendar of explicit steps to guide college planning is implemented for all scholars, as all scholars are viewed as having four-year college potential. This is important to emphasize, as it truly is a unique approach to college counseling – the strategy is an intensive effort that actually begins in the lower grades with the establishment of a college-attending culture and multi-grade advisories which allow younger students to see high schoolers’ work through the application and selection process. Intensive efforts are made to connect a scholar’s interests to a four-year college major, especially when a student expresses an interest in a career that doesn’t at face value align with a bachelor’s degree. At each site, there is an all-adult hands on-deck approach and responsibility for school-based staff and the CMO for ensuring every scholar is accepted into a four-year school. Graduating from high school and attending college is pivotal to the network’s social justice mission – attending college can change both the life of the student as well as their entire family. College attendance begins to mitigate the income gap for the scholar and the family unit. According to both the PEW Charitable Trusts study *Pursuing the American Dream: Economic Mobility Across Generations* and the US Census publication *Income and Poverty in the United States: 2020* those with a bachelor’s degree had the lowest poverty rate among educational attainment groups in 2020.

First, consider the high school outcome data from Capital Prep Harbor. The four-year college acceptance rate for 100 percent of graduates across the network has already been noted. Looking deeper at this metric is an important exercise in order to understand the impact of the model. In Bridgeport, it has been estimated that only 7.5 percent of adult residents are attending college, and fewer than 20 percent are college graduates.⁷ In contrast, 88 percent of Capital Prep Harbor’s graduates have enrolled in a two- or four-year college (100 percent were accepted). The list of colleges and universities for graduates includes Dartmouth, Morehouse, Spelman, Stanford, and the University of Pennsylvania. The graduating seniors

⁷ <https://www.neighborhoodscout.com/ct/bridgeport/demographics>

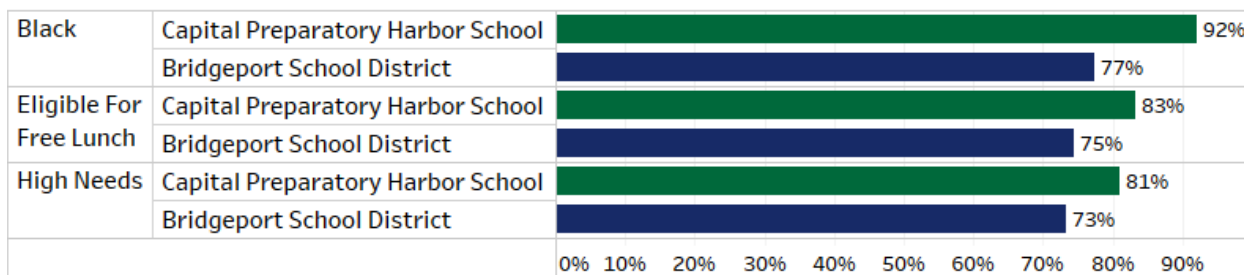
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earned more than \$2 million in scholarships as well to support their post-secondary learning. Post high school outcomes for 2022 Harbor graduates include:

- 100 percent accepted into a four-year college
- 31 percent of graduates took college classes and earned credit
- 65 percent matriculated to four-year college
- 20 percent matriculated to two-year institutions
- 15 percent pursued work, military, or technical instruction
- \$2,104,700 in scholarships offered from the various institutions accepting graduates

When high school data are disaggregated, it is clear Capital Prep Harbor has also produced undeniably positive outcomes for students of color and other disadvantaged subgroups. The graphic below displays the graduation rates for black students at Capital Prep Harbor school compared to Bridgeport.⁸ It is clear the school vastly outperforms the local district on this metric. Interestingly, this 92 percent graduation rate for Harbor also exceeded the rate for Middletown in 2021, which was 89 percent. The school has also outperformed the district by a wide majority for students eligible for free lunch and those who are considered classified as high needs by the state (please note, it is not possible to share disaggregated data for all student subgroups and stay in compliance with suppression rules to protect student privacy).

2021 Graduation Rate: 4-Year Cohort by Subgroup



High school outcomes for graduates of Capital Prep Harlem are also strong (please note the Bronx school opened in fall of 2020 and has not yet had a graduating class, and both New York schools are only chartered to serve middle and high school grades). This spring, Harlem’s scholars accumulated 196 college acceptances and \$2.175 million in scholarships offered, and scholars received acceptances from many highly regarded colleges and universities. Further, high performing students at both the Harlem, Hartford, and Harbor schools have been able to graduate with a fully completed associate degree. The collective takeaway from these data is that the model has the potential to close the achievement gap by continuing to produce student growth that results in grade-level proficiency and in college acceptance and persistence rates in line with averages for all students, not just black and Latin demographics.

Affective Impact: SUNY’s Charter Schools Institute (the network’s authorizer in New York) invited Capital Prep to participate in a pilot effort called Active Ingredients, in order to identify ways to track and demonstrate the strengths of the affective program from an accountability standpoint. This effort was initiated in recognition of the fact that schools like Capital Prep – where student enrollment patterns are drastically different compared to peer schools who typically do not accept students in all grades with the same level of academic need – must be examined through a non-traditional lens. It is also an appropriate approach to use to document outcomes in light of the strong connection between the affective and academic components of the model. In fact, the academic does not exist without the affective, and vice-

⁸ Data pulled from www.public-edsight.ct.gov; 2021 is the most recent year publicly available for comparative data.

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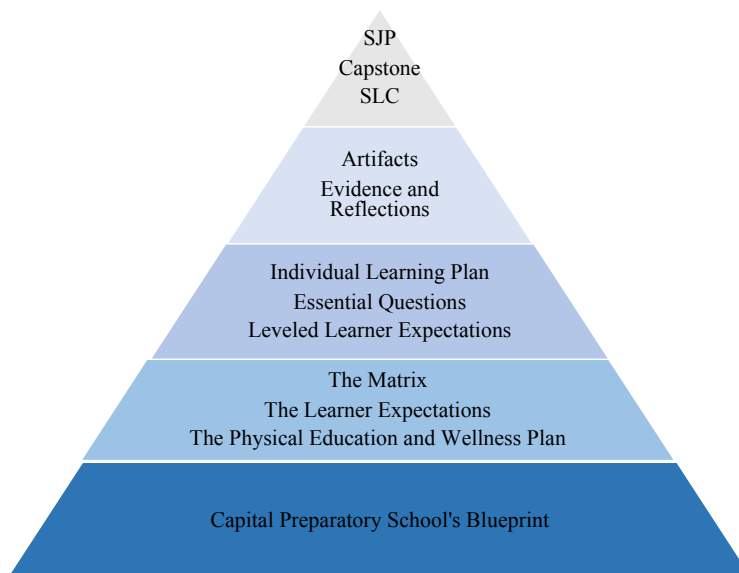
versa. Before presenting the data, it is important to reiterate the vocabulary and approach utilized in order to provide context for the outcomes.

Capital Prep’s affective model was intentionally crafted in light of research and the founders’ experience with childhood development and social justice. Children are social beings that must be developed both socially and emotionally as they move through their formative years and work toward adulthood. Children also need to feel membership in a community or society that values and loves them. They need to belong. Capital Prep schools use a methodical progress that begins in Kindergarten to ingrain social-emotional supports through a program that is designed to ensure scholars can see themselves in society but are not overwhelmed by that society; this is accomplished by ensuring they are part of a group or a number of groups that support their development. The affective approach – including advisory, uniforms, individual learner plans, and participation in two sports – was intentionally crafted to allow scholars the opportunity to function as members of the community who are prepared for future eventualities in their own lives. Twenty years ago, this was referred to as a “whole child” approach, but the Capital Prep model is even more robust than this phrase typically brings to mind.

There is a reason this is so important: Capital Prep schools are designed to serve children who come from historically oppressed communities and social-emotional learning and support is baked into the entire program. The families being served are overwhelmingly poor, black, and Latin, and students also face challenges related to their sexuality and/or gender. Many Capital Prep scholars are the first in their families to attend college. These students need to be prepared to navigate the social malaise that comes with being part of an oppressed community. Through the affective model, students are being prepared to survive and thrive in spite of this vulnerability and reflect the social justice mission. This was the source of the establishment of the Essential Questions, which were fully described in Section 1. The Essential Questions help students understand their community and the dynamics of being a part of the community and help them become agents for change. Through advisory, which is a multi-age structure, scholars see and participate in the asking and answering of the essential questions culminating in the senior social justice project. There is also a sustained and structured membership opportunity through sports, which is a physical representation of overcoming struggle. Further, Student Government offers students an early manifestation of scholars’ providence, as they are expected to speak up for the issues they feel are important. Along the way, the Student-Led Conference process provides checkpoints where the school measures scholars’ ability to articulate their own learning in a meeting with their family to explain and discuss their individualized learning program. During this time, they show their development against CPREP’s Learner Expectations and identify their own areas of growth and development, including areas where they are uncomfortable and find challenging.

The hierarchy visualizes how these components work together in a very intentional and linear progression as scholars navigate age and grade growth. The Blueprint identifies one of the CPREP Learner Expectations as a focus for each quint, with the Learner Expectations progressing initially from K-5 and then spiraling again through grades 6-12. Scholars explore a different Essential Question each year, with opportunities to re-evaluate and modify their understanding of previously taught social justice strands in the context of their current studies. Through advisory, scholars will develop their individual learning plan and will prepare for and deliver Student-Led Conferences, supported by artifacts, evidence, and reflections, to document their learning. This process culminates in the Senior Social Justice Project, which is a graduation requirement, in which scholars identify, research, create, and implement a plan of action to address a social injustice in their community or beyond.

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The first round of results for the Active Ingredients pilot were gathered in 2021-22.

Active Ingredients

Goal	Harlem	Bronx	Harbor lower 6th grade	Harbor upper
Goal 1: Each year, at least 75 percent of scholars in grades 8, 10, and 12 will demonstrate mastery (level 3) as measured by an advisor using the Learner Expectations Rubric.	89.93%	52%	61%	83%
Goal 2: Each year, at least 75 percent of scholars in 6th through 11th grade will meet the final student-led conference requirements (level 3) as defined by the SLC rubric.	88%	70%	70%	78%
Goal 3: Each year, at least 75 percent of scholars in 6th through 11th grade will demonstrate growth in overall score from fall to spring SLC as measured by the SLC rubric.	89%	33%	32%	42%
Goal 4: Each year, at least 75 percent of scholars report creating effective bonds with adults as measured by scholar surveys.	71%	84%	78%	78%
Goal 5: At the end of each school year, ≥ 75% of students achieve or surpass proficiency on the end-of-year capstone projects as measured by SJP rubric.	100	N/A*	N/A*	100

The affective approach also has been critical to keeping students in school. At Capital Prep Harbor, average daily attendance at the time of submission for fall 2022 was 92 percent at the upper school and 95 percent in the lower grades. It is not uncommon for the school to record 100 percent attendance in any given grade on any given day. This is notable as attendance rates suffered at many schools during COVID restrictions, Capital Prep included. During the height of the pandemic, Capital Prep Harbor offered synchronous instruction five days a week and held scholars to high standards to be marked present. Academic credit was offered for work that was turned in asynchronously, but to be present scholars had to attend school either synchronously online or in-person as permitted. Additionally, the administration and advisors called students who were not present (or on camera) daily to do wellness checks. Advisors also made routine calls weekly to the students in their advisories. More recently, the leadership team joined the Attendance Peer Learning Network professional learning series offered by the state to stay abreast of best practices in reducing chronic absenteeism.

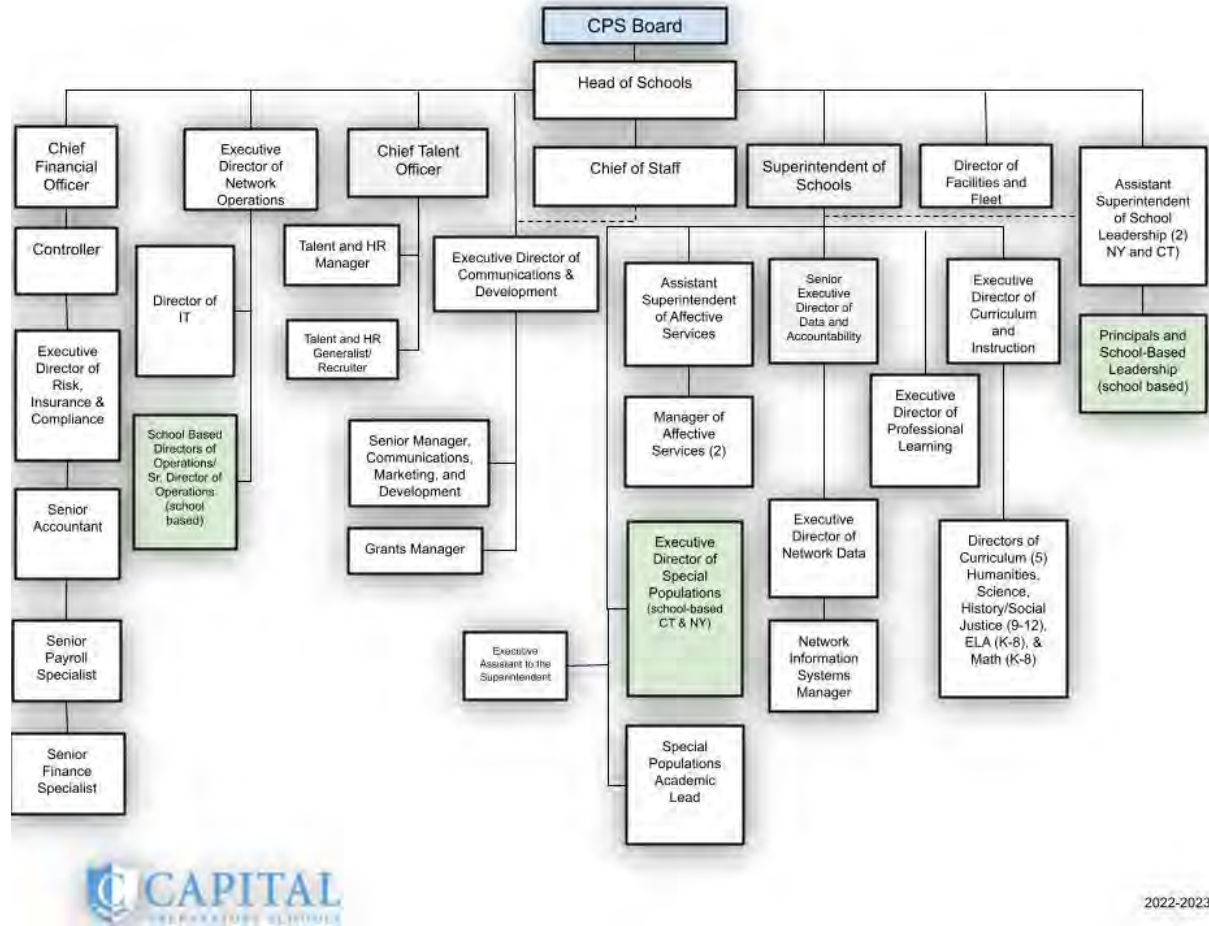
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Non-Academic Functions: In order to bring this first-in-class affective and academic development to Middletown, the team must be prepared in other focus areas as well. Over the past few years, CPS has built the infrastructure and acquired the talent necessary to deliver the support and programming that each individual site requires. It is imperative to recognize that successful schools rely on effective operations and finances, which are grounded in strong systems, routines, and internal controls. In addition to academics, the CMO provides support in the areas of human resources, operations, professional development, compliance, external relations, financial management, facilities, and technology. Accordingly, the Capital Preparatory Schools organization has the depth and capacity necessary to ensure nonacademic functions are sufficiently supported. The current organizational chart (below) reflects the CMO's robust staffing and displays the lines of responsibility and reporting in the key areas of academics, finances, talent sourcing, and operations. CPS's Chief of Staff, Chief Financial Officer, Chief Talent Officer, Executive Director of Communications and Development, and Executive Director of Network Operations take a lead role in ensuring non-academic functions are strong at each school site.

As an experienced operator, CPS has a record of demonstrating success regarding non-academic indicators. The network's schools have a history of producing certified audits with no material findings or internal control weaknesses. Financial documents including both annual audits and annual budgets are submitted on time. At the time of its first renewal in 2020, the Harbor school was found to be meeting expectations in many non-academic areas including regarding financial indicators such as debt-to-asset ratio, current asset ratio, and cash flow. The SDE also documented the fact that the facilities are well-kept and safe, with appropriate approvals and insurance in place. The renewal findings further found that the school has compliant Conflict of Interest and Anti-Nepotism policies in place, the Board conducts and documents open meetings, and policies and procedures are maintained and followed regarding background checks. More recently, SUNY's Charter Schools Institute renewed Capital Prep Harlem (2021) and also found the school was compliant with financial and operational metrics including following applicable laws, rules, and regulations are followed, being fiscally sound with strong internal policies, procedures, and practices in place, and operating within an appropriate and compliant facility.⁹

⁹ The renewal report can be found online: https://suny-charters-uploads.s3.amazonaws.com/wp-content/uploads/2021/03/13112325/IIIA2_Capital-Preparatory-Harlem-Charter-School_Renewal-Recommendation-Report-3.pdf

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- B. A term sheet that sets forth (i) the length of the contract for whole school management services, (ii) the roles and responsibilities of the governing council of the proposed charter school, the staff of the proposed charter school and the charter management organization, (iii) the scope of services and resources to be provided by the charter management organization, (iv) the performance evaluation measures and timelines, (v) the compensation structure, including a clear identification of all fees to be paid to the charter management organization, (vi) the methods of contract oversight and enforcement, and (vii) the conditions for renewal and termination of the contract.**

A draft has been provided in Appendix E.

- C. Evidence of compliance with the provisions of C.G.S. § 10-66tt.**

The best evidence of the intent to comply with the provisions of §10-66tt is the strong and well-documented compliance record for Capital Prep Harbor. Capital Prep Harbor operates in accordance with an Educational Services Agreement (ESA) with Capital Preparatory Schools, Inc., which is a legally recognized charter management organization. The ESA is designed to address each provision of Connecticut’s Charter School Law, including by ensuring the Board of Directors has the authority to operate and supervise the school. This ESA was carefully crafted with the input of the State Department of Education. Similarly, Capital Prep Middletown’s attorney will work closely with the state to ensure

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compliance and garner approval before the ESA is fully executed and finalized. The founding team anticipates using the approved Harbor ESA as a model for Middletown and will participate in a dynamic process with the State Department of Education to ensure full compliance.

3. School Leader

- a. ***For applicants with an identified school leader: List the name of the individual who would serve as the lead administrator of the proposed school as well as his or her qualifications, experience, certifications, and education. In addition, please provide evidence that demonstrates whether the individual has a record of leading a high-quality school.*** Not applicable
- b. ***For applicants without an identified school leader: Present a plan for attracting and hiring a lead administrator with a proven record of success. Please describe the characteristics and skills that the proposed school will look for in recruiting and selecting a leader.***

The school's Board and CPS will initiate a robust search for a Principal who is prepared to successfully lead the new school. A job description will be developed and shared widely with the community as well as through routine recruitment channels such as posting the opportunity to the CPS website, publicizing it through sites such as Idealist, Indeed, LinkedIn, and discussing the opening with peers. Qualified staff of the network's Bridgeport, Harlem, and Bronx schools will also be eligible to apply. As a network with deep roots in Connecticut and an operating K-12 school, there is already name recognition for Capital Prep in the community and this will be leveraged to seek talent. A clear set of criteria will be used to guide applicants as they determine whether the position is a good match for their skills and for the Board and CPS as they evaluate the candidates. The following skills and qualifications will be sought:

- A Master's Degree in Education and a minimum of five (5) years of successful teaching experience
- Must hold a valid Intermediate Supervisor Certification (092)
- Agreement with the academic goals and philosophy of the charter school
- Knowledge of current educational research and issues
- Demonstrated effective collaboration and communication skills
- Demonstrated effective problem solving, planning and organizational skills
- Demonstrated effective training and presentation skills
- Ability to structure own time and manage multiple priorities
- Knowledge and experience in curriculum development and implementation
- Knowledge of Common Core Standards
- Commitment to accountability, including a rigorous student testing regime
- Knowledge of the workshop model approach
- Excellent interpersonal skills
- Knowledge of adult learning and effective staff development practices
- Exhibited leadership in working with professional staff, students, and the community
- Demonstrated success in encouraging parental involvement
- Knowledge and experience in using the coaching process
- Facilitation skills
- Evidence of data-driven decision-making
- Knowledge of professional learning communities

Stakeholders will conduct panel interviews with qualified candidates who will be identified based on an initial screening of their experience and credentials. This screening process will be the responsibility of CPS. In addition to meeting the expectations outlined above, the interviews will focus on determining which candidates are most likely to meet the following expectations for the position. Representatives

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from CPS will participate in interviews and will offer hiring recommendations. The Board will retain sole authority to make the final decision. The Board will seek:

- 1) A highly effective teacher/administrator who has a clear track record of raising student achievement in an urban classroom for at least five years, particularly with scholars with identified learning challenges. This will include significant experience working with students with emotional challenges and delayed social development and familiarity with de-escalation techniques and the process of developing and implementing behavioral intervention plans.
- 2) An expert at translating academic standards and state assessment requirements into effective instructional design.
- 3) A coach with demonstrated success in building and developing the leadership capacity of others.
- 4) An excellent writer and skilled orator, and the ability to easily connect with students, families, and staff and effectively tailor communication to multiple stakeholder groups.
- 5) A data-informed leader, who is adept at data analysis and has the ability to extract meaningful insights across school-wide data. This role includes actively monitoring student and staff growth through a collection of formal and informal data and the use of data to inform short- and long-term strategic plans.
- 6) A leader who will establish and promote a positive culture of high expectations, continuous improvement, and a relentless focus on academic achievement for scholars and staff.
- 7) A leader with the focus required to drive instruction which includes providing targeted coaching and professional development for teachers, evaluating and setting goals for teachers, reviewing lesson plans, and modeling effective instructional strategies.
- 8) A leader with the ability to manage, evaluate, and implement clear and effective procedures for the operation and functioning of the school including instructional programs, extracurricular activities, and discipline- and culture-building systems.
- 9) A developer of talent who will plan and execute weekly staff professional development that improves illuminator practice and scholar achievement.

The recruitment process to hire the Principal for an August 2024 opening will begin upon charter approval, with the successful candidate hired by August 2023. This will allow an ample amount of time for on-boarding and professional development, which will include spending time embedded at existing Capital Prep schools to become intimately familiar with the mission and model. The CMO will likely fund this position initially until the school is in a position to take it over financially.

4. Evidence of Support

Illustrate the scope of community support for the proposed school. Please provide evidence through letters of support, surveys, petitions or other means, the endorsement of teachers, parents, students, business, community members and/or institutional leaders; such evidence of support must be current or recent.

Capital Prep Middletown has extensive support from local families and community leaders, all of whom are excited about the prospect of the school opening. The founding team includes many prominent members of the Middletown community who have firmly established relationships at every level, including among families, local nonprofits and faith communities, businesses, educational organizations, and organizations specifically serving youth. The founding group members have served as ambassadors for the establishment of Capital Prep Middletown and have led efforts to engage in dialogue and share information about the proposed school's mission, model, and intended outcomes.

The founding group convened weekly beginning in May 2022 to discuss the application development process, establish plans for community outreach, and share the results of those efforts. These weekly meetings were held throughout the summer and continued into the fall through the application submission

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date. Each member of the founding team leveraged their own personal and professional networks to share these plans and answer questions from interested parents, residents, and stakeholders.

In addition to widely sharing information about the proposed school through individual efforts, the founding team shared information and gathered feedback from the community using more formal strategies as well. Town hall events were held on September 9th at the Cross Street AME Zion Church, on October 24th at the Community Health Center of Middletown, and on November 21st at Cross Street AME Zion Church. A robust social media strategy was also employed by the founding team to elevate announcements and provide informational links, and any questions or feedback submitted through electronic means were immediately acknowledged with questions answered.

There is no doubt the Middletown community is excited about the prospect of Capital Prep Middletown. Please see Appendix F, which contains a compilation of support letters, and Appendix G, which includes a letter of both support and partnership from Middlesex Community College. Additionally, evidence of support such as town hall event registrations/sign-in sheets and positive endorsements from the community have been included in Appendix O, which also includes copies of the flyers used to publicize various town hall events. As signatures of support were gathered, residents were also asked if they are parents of students who may be eligible to enroll, and this information will be used during recruitment should the school be approved.

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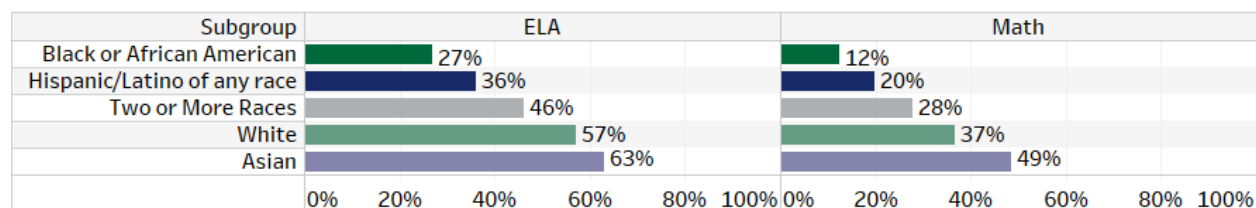
1. School Demographics

a. Describe the community and the student population to be served by the proposed school and the needs of the population.

Middletown is located in the center of Connecticut in Middlesex County. As noted in Section I, with a population just shy of 50,000, it exceeds the poverty levels of neighboring counties (12.3% vs 10%) and the state as a whole (9.8%). Additionally, both the median household income (\$62,022) and the per capita income (\$38,345) are less than household and per capita incomes in surrounding areas and in the state overall.¹ In the center of town you will find Wesleyan University, one of the top ranked institutions of higher learning and one of the most expensive in the U.S. While the school attracts some of the wealthiest families to its campus, it is surrounded by an overconcentration of low-income communities in the downtown area, including Traverse Square, where Capital Prep’s founder Dr. Perry spent most of his formative years.

Capital Prep had been approached for more than a decade to create a school in Middletown, with outreach coming from families, pastors, and community leaders. Middletown currently has eight elementary schools, one middle school, and one traditional high school serving 4,800 children. Middletown Public Schools is currently one of 33 Alliance Districts - school districts with among the lowest Accountability Index measures in the state of Connecticut. Families also consistently seek choice in this community. There are multiple private schools for a population of fewer than 47,000 across 42 square miles.² There is also a vocational-technical high school which serves students from many nearby towns. Private schools are thriving because Middletown families want an option other than the district. Data retrieved from Edsight.org show that in 2021-22, more than 20 percent of the students in Middletown are enrolled in private school programs – of the 5,638 students attending school, 1,208 were enrolled in private options.³ Community members have explained a key reason for this: black and Latin families whose children attend traditional public schools in Middletown do not feel that their children are getting the same education as white students. There are pervasive achievement and discipline gaps between white students and students of color, and especially at the high school level, families want another choice. According to U.S. News, Black, Latino and economically disadvantaged students underperform (38.6% proficiency) versus their counterparts (50.6% proficiency) in math, reading and science assessments in Middletown’s only high school.⁴ Additionally, the following data released by the state highlight the disparities in achievement.⁵

Middletown School District 2022 Math and ELA Proficiency Rates by Race/Ethnicity



¹ Source U.S. Census Bureau (2020). American Community Survey 5-year estimates. Retrieved from Census Reporter Profile page for Middletown, CT [censusreporter.org](https://www.censusreporter.org)

² <https://www.countyoffice.org/middletown-ct-private-schools/>

³ Data retrieved from www.public-edsight.ct.gov for the 2021-22 school year.

⁴ US News High Schools Rankings for 2022. Accessed online: <https://www.usnews.com/education/best-high-schools/connecticut/districts/middletown-school-district/middletown-high-school-4484>

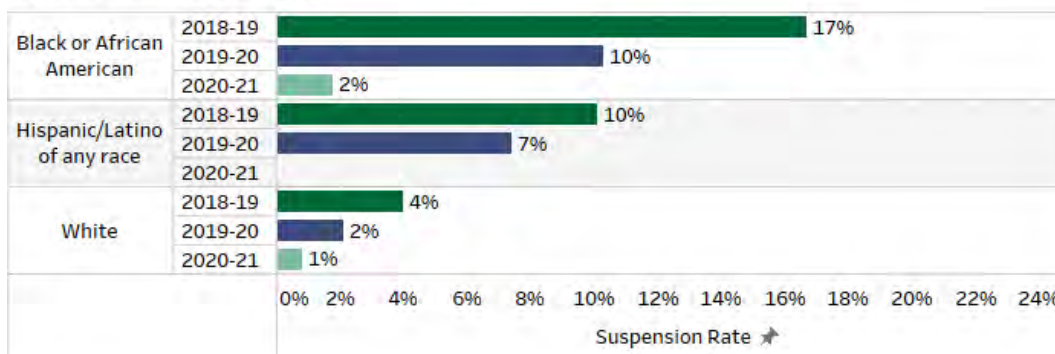
⁵ Data retrieved from www.public-edsight.ct.gov

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Suspension rate data released by the state also highlight the inequities between students of color and their peers within the district.^{6 7}

Middletown School District Suspension Rates

By Year and Race/Ethnicity



These statistics help explain why Dr. Perry and the network team have consistently heard from community members and leaders about the demand for Capital Prep as a school option in Middletown. There is an unfulfilled need for a free and high-quality public choice in Middletown, particularly to serve the families of color and lower income brackets that are currently underserved. The community to be served is intimately familiar with the program and with Dr. Perry as well, which accounts for the tremendous demand for the new school. Dr. Perry established the Hartford magnet school program in partnership with an Upward Bound program at Middleton’s Capital Community College – a program that he also helped create which was based on the Upward Bound program Dr. Perry attended and worked in years ago. Many students from Middletown rode a bus for over 80 minutes daily to attend the magnet program, with as many as three fully loaded buses per day transporting students.

Capital Prep Middletown will likely enroll many students from economically disadvantaged households. While less than 40 percent of the district’s enrollment overall is eligible for free- and reduced-price lunch, the founders expect as high as three-quarters of the population is expected to be free- or -reduced price lunch based on achievement gap data, firsthand accounts of demand, and enrollment at other Capital Prep schools. The student population will also likely reflect a higher percentage of enrollment for black and Latin students, who will be drawn to the school’s social justice mission and program. These students will need strong social-emotional support along with a high-quality educational program that can help remediate any academic gaps that have already emerged and accelerate students toward proficiency against grade-level standards. Capital Prep Middletown will be ready to meet these needs.

b. Describe how the educational program provided by the proposed school will address the needs of the student population.

Capital Prep uses the principles of applied learning, rigorous expectations, mutual accountability, and self-reflection in a year-round model. Capital Prep Middletown will meet the needs of its students through a strong and unique instructional program combined with the myriad of supports provided through its

⁶ Edsight.org included the following note about suspension rate calculations: “Suspension Rate equals the number of students reported with at least one suspension (in-school or out-of-school) or expulsion in ED166 Student Disciplinary Offense Data Collection divided by the unduplicated student enrollment count for the school or district across the October, January (until 2016) and June PSIS Collections for the given school year.”

⁷ Suspension rates for all subgroups dramatically decreased during school year 2020-21, a trend that emerged in many places as schools were in-person in varying degrees.

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Affective Domain. The student population will specifically benefit from the following features that were designed to leverage proven competitive advantages to yield results for students.

Meeting scholars where they are: Unlike most charter schools, Capital Prep schools take children at every grade level, sometimes mid-year. This approach to enrollment is based on the belief that every child has the potential to change the trajectory of their academic career, and no child should be turned away if there is an open seat. Further, the school will be committed to giving every graduate the opportunity to attend a 4-year college – all scholars are considered “college material” even if they have struggled in the past.

College Prep Model: Attaining a college degree is a trajectory-changing milestone. According to the PEW Charitable Trusts study, *“Pursuing the American Dream: Economic Mobility Across Generations”*⁸:

1. Almost one-half (47 percent) of those raised in the bottom quintile of the family income ladder who do not earn a college degree are stuck there as adults, compared with 10 percent who do earn a college degree. Similarly, 45 percent without a college degree are stuck in the bottom of the family wealth ladder compared with 20 percent with a degree.
2. Having a college degree makes a person more than three times more likely to rise from the bottom of the family income ladder to the top and makes a person more than four times more likely to rise from the bottom of the family wealth ladder to the top.

Even while serving a very high-need population, the Capital Prep model has delivered: 100% of graduates have been accepted to 4-year institutions since the first graduating class of Capital Prep Hartford in 2006. The cohesive curriculum and mission-driven educational model includes high level high school courses as well as the offer of dual enrollment as scholars are encouraged to take AP and college courses during their high school career. In Hartford, Harlem, and Bridgeport, high performing students have even been able to obtain their associate degree at the same time as their high school diploma.

Social Justice is embedded in Capital Prep’s DNA: Capital Prep Schools was born out of a national crisis in education, where access to quality education is defined by your ZIP code. Not only is the quest for social justice in the model’s DNA defining why the network exists, social justice is at the root of the curriculum. Capital Prep students are taught that they have an obligation to work to correct unjust circumstances when they infringe upon their community. In their senior year, every scholar completes a yearlong Social Justice Project (SJP) that focuses on a specific injustice and action plan to raise awareness. The engagement scholars experience from and within the local community fosters student agency which is evident in their study and community development strategies and showcased by the SJP.

CPS has a whole child approach: The model recognizes the need to develop and educate the whole child. This philosophy is behind the holistic approach of affective support, where the academic and the social emotional meet to deliver optimal educational and emotional success. With the aid of a Student Assistance Team, students develop through meaningful relationships with staff, peers, and the community. Structures such as student government additionally give scholars voice and agency.

Athletics: Throughout the course of the year, high school students will participate minimally in two sports, either as a player or as support staff. This commitment is critical to students’ overall success, instilling the values of teamwork, sportsmanship, positive self-esteem, and health and wellness.

⁸ Urahn, Susan K. and Currier, Erin and Elliott, Dana and Wechsler, Lauren and Wilson, Denise and Colbert, Daniel. The Pew Charitable Trusts (2012). *Pursuing the American Dream: Economic Mobility Across Generations*.

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Advisory: Advisory is Capital Prep’s "special sauce." The main purpose is to foster personalization, strengthening the relationship between each student and their learning environment. It is the responsibility of the advisor to monitor both the social and academic development of advisees throughout their experience at the school, while fostering a positive school culture.

- c. Describe the grade range and ages the proposed school will serve, including grade levels upon opening and the growth plan for each year covered by the desired charter. Please provide a rationale for the enrollment plan, including reasons for choosing to serve the specified grades.**

PROJECTED STUDENT ENROLLMENT															
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Year 1	N/A							90	45	45	100	45	45	10	380
Year 2	N/A							90	90	45	100	100	50	50	525
Year 3	N/A							90	90	90	100	100	100	50	620
Year 4	N/A	80	80					90	90	90	100	100	100	100	830
Year 5	N/A	80	80	80				90	90	90	100	100	100	100	910

The enrollment plan is based on the network’s history and experience. A similar approach was used at Capital Prep Harbor, which also began with middle and high school grades and expanded to create a seamless K-12 experience at full scale. Capital Prep Middletown will take a similar approach, reaching full K-12 enrollment during the second charter term with the addition of grades three through five. In the initial years there will be two main entry points in grades six and nine, and the staffing plan allows for a staff who will loop with those scholars to build a solid culture and academic program. In year four the school will offer grades K-1 to begin growing out the elementary grades, after the high school foundation is established. The approach has been carefully calibrated to sustain programmatic integrity, including strong staffing plans, which results in the maintenance of a scholarly environment and Affective Domain to meet the personalized needs of each enrolled student.

- d. Describe the procedures to be used to encourage involvement by parents and guardians of enrolled students in student learning, school activities and school decision-making.**

At Capital Prep Middletown, parents will be encouraged to become partners in their child’s educational journey in multiple ways. As discussed throughout this application, fundamental to the Capital Prep model are structures that promote parental involvement and communication to further student achievement. Such structures include the Advisory system that promotes bi-weekly communication with parents about student progress, parent participation in Student-Led Conferences, and engagement of parents in SAT meetings. Each of the methods outlined below will be communicated to families during orientation sessions as well as through a Family and Scholar Handbook disseminated annually.

Advisory: The illuminators serving as advisors will constantly monitor the social and academic development of each of their advisees. Advisors and students will collaborate to develop an Individualized Learner Plan (ILP) for each student. The ILP is developed to provide the student continuous support and assistance in setting goals for social, emotional, and academic growth, meeting rigorous high school expectations, and exploring postsecondary education and career interests. Advisors will contact parents/guardians at least once every other week to discuss student progress and strategies for improvement. This highly personalized approach is not typically found in other public schools.

Progress Reports and Daily Monitoring: Progress reports will be shared frequently with parents. Illuminators may print progress reports as frequently as on a bi-weekly basis during the marking period. Progress Reports assist the illuminator in informing the parents of their scholar’s achievement, dramatic

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improvement, or academic difficulties. This is not a report card; however, it is a necessary method of communicating the scholar's progress. Parents also may monitor their child's progress daily via online accounts and the student portal and may also specifically request progress reports from illuminators. At the end of each quint, aggregated grades will be reported online to ensure transparency with parents. Report cards will be mailed home upon the completion of the fifth quint to report final grades.

Conferences: First and foremost, individualized conferences with illuminators may be held at any time during the year, and parents will be encouraged to communicate with staff often and request in-person meetings whenever the need arises. Parents, scholars, illuminators, counselors, and administrators may initiate a conference. These may be one-on-one or group conferences depending on the circumstances. Additionally, family members are critical to the student led conferences (SLC) approach described in Section I. At minimum, parents/guardians will be asked to be present at two SLCs annually, with the flexibility offered for a third check-in at the end of the year as appropriate. Parents and guardians will be explicitly encouraged to participate in school activities, including the academic program and special programs, through attendance at events and volunteering when opportunities arise.

Events and Activities: The Board and leaders will host events throughout the year including open houses and forums to share the mission and vision of the school with stakeholders, demonstrate the mission in action, allow scholars to showcase their learning, and celebrate milestones. The school will arrange for events and activities to be held at times when family members can attend and will provide interpreters and bilingual materials as appropriate. At Capital Prep Harbor these strategies have been put into action and the result has been very robust family engagement and support. In a typical year (one that does not include challenges related to facility closures and other COVID-19 restrictions) more than four dozen events are held over the course of the year, in addition to SLCs. At Harbor upper, school programming such as "Her Story" is a popular event for women and girls. The lower school hosts family nights based on seasonal holidays, holds regular concerts, offers academically themed events, and hosts general engagement meetings. As families attend, they are scanned in using a QR Code, which helps track attendance. From this attendance data spreadsheets are created so the staff can conduct analyses to identify which families are (or are not) attending, draw conclusions about the popularity of activities and what types of events draw interest, and modify plans in response to the data.

Formal Surveys: At least once annually a satisfaction survey will be administered to students and parents to document strengths and opportunities and gather input regarding areas for further development.

General Communications: The leadership team will frequently communicate with families to keep them apprised of school activities and events. A weekly newsletter will be disseminated by the Principal and the school will have a presence on social media. Push notifications will be used to share important announcements with families, such as sending email and text messages through Parent Square.

Governance and School-Based Committees: The Board of Directors and school-based leadership will ensure parents are involved through authentic engagement with meaningful chances to provide input and help drive decision making. At the governance level, the Board will ensure parents are represented in the decision-making process by offering membership minimally to one parent, and there will be opportunities to join both ad hoc and standing committees of the Board. Additionally, there will be opportunities for involvement in school-based committees, and the Principal will be expected to encourage parents and illuminators to participate in these committees as well as school activities on a regular basis.

Visiting: Families will be welcomed as visitors, whether this means they would like to observe a class or set of classes or if they would like to meet with staff.

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2. Special Education and Section 504 of the Rehabilitation Act of 1973

Charter schools in Connecticut are public schools that typically enroll students through a free and open lottery process. Therefore, the proposed school must be prepared to enroll students with diverse learning needs including students with disabilities. This section of the application should describe how the school will meet the needs of students eligible for special education and those students protected under Section 504 (Section 504) of the Rehabilitation Act of 1973.

- a. Describe the proposed school's plan to meet the needs of students with disabilities who require a range of special education supports and related services, as required, pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) and Section 504. Clearly indicate that the proposed school understands its legally mandated responsibility to meet the requirements of individualized education programs and Section 504 plans, and that it has a detailed plan for the provision of certified personnel, paraprofessional support when required, receipt and retention of appropriate documentation, student assessments, classroom adaptations, and sufficient professional development for staff.

Capital Prep Middletown will meet the needs of all students with diverse learning needs, including those with Individualized Education Plans (IEPs) or 504 Plans and will provide a continuum of services and accommodations to ensure they will thrive. The school and Capital Preparatory Schools, Inc. understand it is the school's responsibility to implement the requirements of IEPs and 504 Plans and will adhere to all applicable laws for the inclusion of students with disabilities in academic and non-academic programs. Importantly, the model is designed to ensure all students have the necessary skills, knowledge, and support to excel after high school as informed, caring citizens working toward social justice. A free and appropriate public education will be made available to all students with disabilities by illuminators with proper certification, and all staff will benefit from targeted professional development as outlined below.

Capital Prep provides inclusion with pull-out supports as indicated by the IEP and related services, along with a curriculum and instructional strategies that support differentiation and personalized learning. The school will educate students with disabilities (SWDs) in the least restrictive environment possible alongside their peers to the maximum extent appropriate and allowed. Like Capital Prep Harbor, Middletown will adopt the state's *Special Education Procedures and Practices Manual*⁹ to maximally leverage available resources to support students and ensure compliance and will deploy an internal manual to house copies of the most updated forms required. These will be aligned with the state's required processes to maintain uniformity related to referring and supporting students with IEPs and 504 Plans. At each step, the procedures and practices used by the school will explicitly comply with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) and Section 504 of the Rehabilitation Act of 1973. Connecticut is in the process of implementing the state's new IEP and Special Education Data (SEDS) system, and Capital Prep will remain informed through ongoing professional development provided by the state and LEA of changes related to IEP writing, development, and data warehousing. Over the next few years, the network will continue to align policies and procedures with the state requirements and the sending districts' compliance and roll-out.

Supports and Services: Supports and services for students with disabilities will be overseen by the network's Executive Director of Special Populations, who will work closely with certified special education illuminators and paraprofessionals to support scholars. The school will immediately contact districts once students enroll and parents sign a release form to request educational records including IEPs, 504 plans, EL/ML status, and health documents. Upon the development or receipt of an IEP or 504 Plan, it will be the responsibility of the school to properly store relevant documentation in a secure manner per IDEA and FERPA, which includes only allowing access to certain staff and utilizing safeguards, such as maintaining a log of who has accessed records, to protect privacy. Documents will be

⁹ <https://portal.ct.gov/-/media/SDE/Special-Education/Special-Education-Procedures-and-Practices-Manual.pdf>

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stored in locked filing cabinets. The special populations staff ensure the illuminators providing instruction for students with disabilities implement the individual plan and are equipped to deliver instruction or the relevant accommodations in accordance with its provisions. The school is responsible for the implementation, as approved by students' home district Planning and Placement Team (PPT) or 504 team. Please see the information provided in (b) regarding scholar referral and IEP/504 development.

Capital Prep Middletown school will offer an inclusion program to the maximum extent allowable under each student's individualized plan, and a continuum of services will be available in alignment with student need. The staffing model includes "inclusion illuminators" who co-teach, push-in to classes, and provide pull-out services as presented in students' IEPs, as well as paraprofessionals who directly support scholars in the classroom. Inclusion illuminators are certified special education teachers. The inclusion illuminators also work with students referred through RTI/SRBI for intervention supports in Tiers II and III during intervention blocks, typically in small groups. The school facility will include space for inclusion illuminators to provide small group and pull-out services to ensure accommodations are provided in accordance with IEPs. For scholars who are enrolled in local community college classes and attend those classes on-campus, the inclusion illuminators will travel with the scholar to provide side-by-side support as they make the adjustment to post-secondary learning. This will include overview and introduction to the campus disability center and access to the supports provided. This is a critical component of post-secondary success and self-advocacy.

The services outlined in IEPs and 504 Plans will be executed using strategies such as co-teaching, pull-out/resource room, push-in services, pre-teaching, and remediation. Accommodations and modifications will likely include common recommendations such as assistive technology, preferential seating, modified assignments, additional time, and the administration of assessments in a location with minimal distractions. It is expected that related services such as social work, speech, physical therapy, and occupational therapy will be provided by the local district. School health services, counseling, and other comprehensive services will also be available. The special populations staff will establish a collaborative relationship with each home district with regard to the implementation of 504s and IEPs and will be prepared to adjust practices and routines to make sure the process works smoothly. Additionally, the general curriculum will be continually refined to leverage differentiation opportunities to support students with diverse learning needs. Strategies used in the classroom environment will include techniques such as visual cues, explicit instructions in procedures, the scaffolding of content, the use of checklists and rubrics, ILPs, and the breaking down of complex tasks into smaller pieces. Co-teaching strategies, push-in, and interventions will benefit SWDs. In particular, the combination of flexible small groups during RTI blocks and push-in support during Tier 1 instruction will be valuable strategies. Through intentionally targeted scaffolding and differentiation each classroom will establish a tone of inclusiveness and will lay the foundation for all students to have access to the general educational program. The following resources are currently used at Capital Prep Harbor and are documented here as an example of the types of resources that will be used when Middletown opens: Wilson-Fundations, Wilson-Just Words, Lindamood-Bell Visualizing & Verbalizing, Lindamood-Bell LIPS, Lindamood-Bell On Cloud Nine Math, IXL, Reading A-Z, iReady, DreamBox Math, Voyager Sopris Rewards Reading, and Voyager Sopris Rewards Math. Student assessments will be administered in accordance with IEP and/or 504 Plans. Capital Prep will carefully document recent assessments to evaluate student progress in the general education curriculum and evaluate if the supports and services being provided are effective on an ongoing basis.

Staffing/Personnel: The Executive Director of Special Populations will oversee the program for students with disabilities. As noted above, Capital Prep Middletown will hire state certified special education teachers called inclusion illuminators. Co-teaching will be implemented strategically in accordance with individual plans, and push-in services will be supported by both illuminators and special education paraprofessionals. Experience has shown CPS that the most important factor in determining staffing for

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students with disabilities is the number of service hours required in the IEPs. While the network does have some expectations regarding the number of certified special education staff that may be required per grade, it is necessary to acknowledge the need for flexibility to add additional certified special education staff or redeploy certified staff in accordance with service hours and resources required to meet the needs of the enrolled student body. With that said, the start-up budget includes three certified inclusion illuminators in year one which grows each year culminating with nine inclusion illuminators by year five. Special education paraprofessionals will be provided in accordance with IEPs and expenses will be reimbursed by the sending district. As discussed in Section I and further discussed below, a Student Assistance Team (SAT) will be convened to support struggling scholars anytime throughout the academic school year. The SAT will develop a support plan and initiate the RTI/SRBI process if necessary. Please reference (2) (b) and (6) (b) below for additional details regarding the school's targeted staff size.

Professional Development: Ongoing professional development will be provided to instructional staff regarding the delivery of services in accordance with individual plans, which will also include differentiation, assessment, modifications, and accommodations. Professional development will be provided to all staff who are responsible for protecting student privacy and serving as a custodian of records. This includes information regarding policies and procedures required by IDEA and FERPA, as well as Connecticut's standards for protecting personally identifiable information. Professional development will be provided by CPS. The network has an experienced Executive Director of Professional Learning who will support the school in establishing strong professional development plans and will implement network-wide professional learning days throughout the year. During these sessions, CMO staff, including the Directors of Curriculum and administrators, will present on a variety of topics, which includes considerations for special populations at each session. Additionally, Executive Director of Special Populations, Kristen Basala-Cavaliere, has 20 years of experience serving students with disabilities. She will conduct professional learning for faculty and staff specifically focused on special populations. These sessions will be delivered both during network PD days and during Friday afternoon sessions held weekly at the school. Capital Prep Middletown will rely on the documents made available by the State Department of Education to support staff as they implement a comprehensive and fully aligned program, and professional learning will be calibrated around these documents and expectations.

- b. Describe the policies and procedures to ensure that students who may be eligible to receive special education and related services under IDEA, are referred to their school district of residence or to the staff of the proposed school for evaluation and will otherwise communicate with such school districts regarding the student. In addition, please describe the policies and procedures as it relates to the schools responsibility for evaluation, identification and implementation of a student's 504 plan.**

Capital Prep Middletown will fully comply with the state's *Special Education Policy and Procedures* manual and will diligently implement processes to address the requirements of Child Find. This will include requesting and reviewing student records from previous school placements, as well as the initial identification of students who may have a disability that was not previously documented and referring them for evaluation. Anytime a scholar is struggling the SAT will be convened to review collected data, identify trends and individual challenges, and to develop a support plan. The team is comprised of staff including illuminators, social workers, the Academic Dean, and any other staff or specialists who may be of assistance to the scholar. The goal is to have a point person for each type of support that may be required, and extensive oversight and support for this process is provided by the network's Affective Team, led by the Assistant Superintendent of Affective Services. The SAT assists students academically, social-emotionally, and behaviorally, depending on the student's performance in class and on assessments in Tier 1. The SAT teams work collaboratively and fluidly with interventionists and inclusion teams in response to student needs in Tier II and Tier III. Based on data collected, if the interventions in Tier 1 are not enough, students are referred to SAT and moved into Tier II which is in alignment with the robust

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Response to Intervention/Scientific Research-Based Intervention (RTI/SRBI) process, as described in Section I. Across the school, Tier 1 instruction will follow network-provided scope and sequence documents which include Response to Intervention strategies worked directly into plans during a dedicated RTI block. RTI days have been regularly programmed in Scope and Sequence documents to provide “in class” and “school day” remediation, reteach, or enrichment of grade-level (subject) skills. When a student fails to respond to Tier I differentiated instruction, and data indicate that the student is behind in grade level expectations and benchmarks for his or her academics or behavior, then an illuminator, staff member, or parent will request assistance from the school based SAT team and the scholar will be provided Tier II and III supports. Capital Prep’s SRBI model is designed to address learning difficulties without risking the overidentification of scholars for an IEP. However, some scholars will have specific disabilities or other special needs that require different or more intensive support services. The SRBI process can be very helpful in providing information that leads to special education referral and identification for those who require it, specifically through frequent assessment and progress monitoring. (Please reference Section I (5) (e) for details regarding RTI/SRBI).

If a scholar is identified as needing a comprehensive evaluation, based on data collected through Tier I and the SRBI process, the school will work collaboratively with the student’s home district to hold a planning and placement team (PPT) meeting to decide if comprehensive testing and evaluation is warranted. Capital Prep will be prepared with data to support this process. As noted above, the SAT and inclusion teams work closely together to ensure the evaluation of students with a mindfulness on avoiding over-classification. Upon being referred to the PPT and having an evaluation, Capital Prep will make available the extensive and relevant data gathered by the SAT and through the RTI/SRBI process. Educational decision-making at Capital Prep Middletown will always be driven by data involving a student’s growth and performance relative to peers. Data are carefully analyzed in an ongoing manner, with extremely frequent progress monitoring by the time a scholar reaches Tiers 2 and 3. In Tier 2, progress monitoring is minimally bi-weekly and in Tier 3 minimally weekly, with an emphasis on assessment tools that target students’ focus areas for improvement in an individualized fashion. The result is that ample data will be available to support the district as the PPT process unfolds. The student’s home district will be notified in the case of a referral and its processes will be followed.

Upon making a referral to the PPT, the Capital Prep team will work closely and collaboratively with the convening district. The PPT is a partnership between the district (LEA) and the school to design appropriate educational programs to meet the individual needs of scholars determined to have special needs. Upon the identification of a student with a disability, Capital Prep Middletown will ensure illuminators and staff maintain compliant and complete IEPs by submitting all necessary paperwork in a timely and accurate manner. Reports will be submitted to the case manager no later than 24 hours before a scheduled PPT meeting, and both general and special education illuminators will participate in the development of the IEP, although the district will maintain responsibility for the final plan. After an IEP has been established illuminators will progress monitor toward goals and objectives as appropriate and will ensure student work samples and/or observation reports are prepared and presented at PPT meetings. Capital Prep is aware that the SDE is in the process of rolling out a new standardized IEP document along with the Special Education Data System.

For students requiring a 504 Plan under Section 504 of the Rehabilitation Act of 1973, Capital Prep Middletown will always defer to the home district to establish the direct lines of responsibility for who will evaluate, identify, and create a plan. As with the PPT, the 504 team is a partnership between the Local Education Agency (LEA)/student’s home district and the school to design appropriate accommodations and modifications to meet the individual needs of scholars determined to qualify for 504 services. The 504 team is responsible for the identification and periodic review of scholars qualifying for services under Section 504. Capital Prep will work with the policies and procedures outlined by the student’s sending LEA and will follow their preferred plan. As with students in need of an IEP, extensive

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data will be gathered and documented for 504 students to inform and support the process through the process outlined above combining SAT support and/or RTI/SRBI as appropriate. The RTI/SRBI process emphasizes the use of research-based, effective instructional strategies and interventions, along with differentiation. The use of universal common assessments enables illuminators to monitor academic and social progress and identify struggling students – this is important to ensure students who do not need an IEP but potentially need the support of a 504 plan are identified. If early intervention strategies are not enough, the systems previously described are used to document progress and help support decision making. Educational decision making will be based on assessments and progress monitoring including benchmarking data gathered at least three times per year; common formative assessments; data to evaluate and monitor the effectiveness of the behavioral system and school climate (such as attendance, disciplinary referrals) and social-emotional learning; and additional assessments of certain individual skills (such as checklists, observations, and diagnostic assessments) as warranted. Intervention strategies and progress monitoring will intensify as necessary. The school will be responsible for implementing 504 Plans and documenting the scholar progress.

c. Provide a plan to engage the parents of students with disabilities.

Parents of students with disabilities will be engaged intentionally as critical partners in their child’s education through both formal and informal methods. Parent engagement is a vital component of the Capital Prep model, in recognition of the importance of home to school connection. Parent engagement will be very rich, with an emphasis on constant communication established the first day a scholar enrolls. First, as a routine part of the registration process, parents will be engaged to talk about their child’s needs and identify any previously discovered issues including records that may need to be requested. This includes the identification of any previously established SAT process, IEP/504, as well as background information that details whether the student has been diagnosed with a disability or has been suspected of having a disability or otherwise has demonstrated they may be academically at-risk. The goal is for the school to establish a strong relationship with parents at the outset and then carry it through with constant engagement. Next, the advisor for each child, regardless of their special needs status, engages families with frequent phone calls and through Student Led Conferences. The advisory structure facilitates strong relationships and maintains a focus on the individualized needs of each scholar, and it supports weekly communication to parents/guardians. Additionally, parents of scholars with IEPs and 504 Plans will also receive progress reports on a regular basis, just like all other scholars as part of illuminators’ standard routines. Illuminators share these progress reports from their classroom on a regular basis during the marking period. The reports assist the illuminator in informing parents of their scholar’s achievement, including anytime they notice dramatic improvement or difficulties. These progress reports are not a report card but rather share insights on growth and development and are a collaborative effort between general classroom illuminators and special populations staff. These reports are also separate from the quarterly progress reports provided to families of students with IEPs which are discussed below. Parents may also monitor their child’s progress via online accounts and may also request supplemental progress reports.

Capital Prep Middletown will also use parent engagement strategies specifically designed for scholars with special education needs. As an initial step to ensure strong mutual understanding and calibrate expectations, parents of students with IEPs or 504 Plans will be engaged in meetings with the special populations staff to ensure everyone understands what is in their individual plan(s) and to provide the opportunity for parents to ask questions and raise concerns when necessary. These meetings might occur upon enrollment if a scholar has an IEP or 504 Plan already in place that will be implemented on day one, or it might take place mid-year as appropriate for scholars who are newly identified or when a change is made. One of the few benefits of the pandemic closure period has been the firm establishment of online meetings into the regular practices of schools and families – engagement and participation went up at Capital Prep Harbor as parents were able to use technology to attend meetings without worry regarding

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transportation and childcare. While parents will always be encouraged to come to the school and will be welcomed in-person, the school will provide online options and will let families choose their preferred method. Informal meetings will be offered to families and can be convened in-person or online anytime a parent has questions, concerns, or just would like to check-in with illuminators and special populations staff. Further, each individualized plan will include checkpoints to support progress monitoring against goals and objectives. IEP progress reports for students with disabilities will be shared at the same time as report cards. If a scholar is not making appropriate progress toward their IEP's goals and objectives, the special populations team will reach out to the district to convene a PPT review and revision meeting. At least one formal PPT meeting will be held annually (this is the minimum) as the school will proactively go to the PPT as often as necessary to refine the plan to best meet scholars' needs. The staff will support the LEA to ensure parents are notified at least two weeks in advance for all PPT meetings.

Inclusion illuminators will also build time into their schedules to reach out to parents on an on-going basis. This will ensure illuminators and parents are able to converse less formally and that conversations occur frequently outside of formal events like PPT meetings and progress monitoring updates. The informal nature of this approach has proven to make many parents feel comfortable and as though they are true partners in their child's experience. Once a week, the Executive Director of Special Populations will meet with illuminators to review outcomes and plans for upcoming parent contact and discuss what meetings lie ahead on the calendar. An emphasis will be placed on communicating with families in a positive manner simply to touch base and discuss projects and assignments in addition to goals and objectives.

3. English Learners/Multilingual Learners*

Charter schools in Connecticut are public schools that typically enroll students through a free and open lottery process. Therefore, the proposed school must be prepared to enroll students with diverse learning needs, including English learners (ELs)/Multilingual learners (MLs), all of whom must be provided with full and meaningful access to the general education curriculum. This section of the application should describe the school's EL/ML programs and services, and how they will be implemented.

a. Describe the proposed school's plan to support a responsive general education classroom that will provide EL/ML students access to the general education program.

Capital Prep Middletown's staff will support a comprehensive EL/ML program to ensure the success of language learners both in academic achievement and language proficiency. The school will support EL/ML learners in inclusive classrooms using research-based strategies. Research indicates successful language development and performance on English examinations is based upon the development of both oral (social language) proficiency and cognitive academic language proficiency. Academic language proficiency includes the skills required for literacy and complex thinking such as reading comprehension, writing mechanics, critical thinking skills, study skills, and academic vocabulary. Strategies that promote the acquisition of cognitive academic language proficiency include sheltered instruction.¹⁰ Accordingly, the model ensures a responsive general education classroom that uses Sheltered English Instructional strategies will provide EL/ML scholars access to the general education program. All illuminators and staff will support language learners on their individual learning pathways and will provide appropriate supports to help them achieve linguistic and academic progress. In addition to using Sheltered English Instructional strategies, both push-in/co-teaching and pull-out supports will be provided in accordance with scholar needs. The school will adopt Connecticut's state guidance regarding model policies and practices and will offer a fully bilingual program to scholars when appropriate. The network is experienced in this area as Capital Prep Harbor has in the past offered bilingual programming for native

¹⁰ Cummins, J. (1999). *BICS and calp: clarifying the distinction*. University of Toronto. Available online: <https://eric.ed.gov/?id=ED438551>

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Spanish speaking scholars. The following resources are currently used at the Harbor school and are documented here as an example of the types of resources that will be used when Middletown opens: Wilson Foundations, Wilson Just Words, Lindamood-Bell Visualizing & Verbalizing, Lindamood-Bell LIPS, Reading A-Z, iReady, Lexia, Dreambox Math, and Voyager Sopris Rewards Reading.

Sheltered English instructional strategies will be used as they are beneficial for EL/ML students at a variety of levels in their English language development. Guided by certified TESOL illuminators and illuminators with specialized training, Connecticut's English Language Proficiency standards will be integrated into content and grade-level curriculum. The school will hire an Senior Illuminator ENL, who will oversee other ENL illuminators as they work to meet the needs of EL/ML scholars. Tier 1 instruction will feature curriculum and instructional techniques that align with EL standards and are culturally responsive, along with explicit and linguistically appropriate instruction that provides attention to language forms and functions. Illuminators will use a range of Sheltered English Techniques (SET) or Specially Designed Academic Instruction in English (SDAIE) for delivering content. Discrete ESL instruction will be provided by trained and highly qualified EL staff. Professional development for illuminators and administrators in instruction methodology appropriate for EL/MLs (particularly in the use of SDAIE and SET) will ensure that the materials and facilities available to support EL scholars are equal to those of the general population. EL/ML students also will be fully included in curricular and extracurricular activities, including the two-sport requirement, to ensure they are not excluded based on an inability to speak and understand the primary language of instruction. The Senior Illuminator ENL will work closely with the Executive Director of Special Populations to ensure scholars will never be assigned to special education solely because of their lack of English proficiency.

- b. Present a comprehensive plan that addresses the proposed school's methods and strategies for identifying and serving EL/ML students, administering the mandated annual Language Assessment Scale (LAS) Links assessment and how students will exit from the program. In addition, present how data will be used to inform instruction and how the school will monitor the continued progress of exited EL/ML students.**

Capital Prep Middletown will explicitly comply with the requirements of the Connecticut Department of Education's English Learner/Multilingual Learner Identification Process¹¹ for scholars in grades K-12. Identification will begin with the administration of the Home Language Survey for all newly enrolled students. The Home Language Survey will be administered in writing if possible, using Connecticut's various resources available which provide the survey in multiple languages other than English, or will be administered orally if it seems the parent/guardian needs that additional support. In those instances, the school will use the scripts made available through the Connecticut Department of Education as well. Using the Home Language Survey and interviews and observations, the staff will determine the scholar's dominant language. Based on the results of these initial assessments, the LAS Links Placement Test 2nd Edition English version will be administered, although if the student is in kindergarten, the preLAS 2000 English version may be used. These screening assessments will be administered anytime the Home Language Survey reveals the student may have a primary or home language other than English. If the student's results on the English language proficiency screener indicate the student is an English learner, based on having a score of "Not Proficient" or "Approaching Proficient," then the student is officially identified as an English learner and parents/guardians will be informed of the results and service option(s). The school will work collaboratively with families to ensure they understand the services their child will receive.

¹¹ <https://portal.ct.gov/-/media/SDE/Student-Assessment/Special-Populations/Revised-Final-CSDE-ELML-identification-process-31422.pdf>

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As mentioned above, the school will support EL/ML learners in inclusive classrooms using research-based strategies, with push-in and pull-out as appropriate. In general, the school will follow the recommendations found in *English Learners in Connecticut's Public Schools: Guidelines for Administrators*.¹² Service hours will be determined based on individual student needs. However, if 20 students or more are identified as being in the same language group and are identified as EL, as has happened in the past at Capital Prep Harbor, a compliant bilingual education program will be offered.

Language level/program	Frequency/duration
Newcomer (up to 10 months)	Daily / Up to 1 hour +
Level 1 (up to 10 months)	4-5 days/week / 30-45 minutes +
Level 2 (and Level 1 over 10 months)	3-5 days/week / 30-45 minutes +
Levels 3-4	2-5 days/week / 30-45 minutes +
Transitional bilingual	Daily, as determined by model / 30-45 minutes +
Dual language	As determined by model

In alignment with current requirements and standards, specifically including those outlined under ESSA, EL/ML students will be formally measured annually. This will include testing for English language proficiency as well as mastery of the general curriculum. Additionally, the school will monitor language growth both during service and for two to four years after exiting services. While scholars are actively receiving EL/ML services this will be accomplished by assessing scholars using LAS Links. As noted above, LAS Links is used for identification and progress monitoring. The Senior Illuminator ENL will administer it twice per year in the fall and spring – the fall administration is for new students.

Like all other scholars, EL/ML students will benefit from the creation of an Individualized Learning Plan and will participate in frequent assessments to ensure data-driven instruction strategies are effectively meeting their personal needs. The ILP will be specifically crafted with their LAS Links proficiency level in mind and will be calibrated around the state's Core Standards, as EL/ML students will be held to high expectations and rigorous standards that they can meet with the right combination of personalized supports. Universal common assessments will be administered at least three times per year to provide benchmark data to monitor progress and identify students in need of early intervention. The results from common assessments will be used to guide and differentiate instruction, and data will be used to evaluate and monitor the effectiveness of the program and services. Additional assessments will be used as well including checklists, observations, and diagnostics as appropriate. Specific considerations will be implemented for EL/ML scholars to best use routine assessments to identify and support their needs. Progress monitoring tools or curriculum-based measurements for EL/ML scholars will be normed on populations that include other EL/MLs¹³ and will be aligned with instructional intensity. Staff will compare universal screening and progress monitoring information to other "true peers" to better evaluate their rate of progress. Additionally, Capital Prep will routinely interpret data using multiple indicators to gain a full understanding of student growth and progress. Researchers have documented the benefits of the following additional considerations to evaluate student progress and ensure assessment data are actionable and targeted most appropriately. The school will operate with these in mind:

- Student accents and pronunciations should be considered when scoring assessments given in English and appropriate interpretations should be provided when words are mispronounced. Scoring will not

¹² https://portal.ct.gov/-/media/SDE/English-Learners/EL_AdminGuidelines.pdf

¹³ Short, D., Vogt, M.E., & Echevarria, J. (2011). *The SIOP Model for Teaching History-Social Studies to English Learners*. Boston: Pearson.

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penalize students for dialect features.¹⁴

- Students may be acquiring word meaning while acquiring word reading. This means early oral reading fluency may proceed at an expected rate while students are focusing on word reading and then later proceed at a lower-than-expected rate when students are focusing more on word meaning.¹⁵
- It may be necessary to administer assessments that are available in multiple languages to determine native language literacy; students with high proficiency in their native language but low proficiency in English may need to be considered as instructionally different from students low in both.¹⁶

Data will be used to drive the differentiation of instruction within the general education classroom environment including by deploying flexible small groups and using appropriate instructional materials matched to students' needs and abilities. Illuminators will focus on building background knowledge, using strategies appropriate for EL/ML instruction such as visuals, realia (real objects), modeling, repetitive language, and gestures. Instruction will include language activities and explicit instruction phonological awareness, vocabulary development, and comprehension strategies.

Using the Data Wise approach and supported by the School Based Data Team, staff will use timely data as they work to meet the needs of scholars through differentiation, mandated service hours, and, if necessary, interventions. Capital Prep's approach to RTI/SRBI includes specific protocols for supporting EL/ML students. Appendix C includes a copy of Capital Prep's guide titled *RTI: Intervention Process and Protocols*. Please reference this appendix for additional information regarding the comprehensive approach that has been implemented at existing Capital Prep schools and which will be deployed to support EL/ML learners in Middletown. Frequent assessments will provide data to help develop appropriate language plans that address the scholar's current language level, the skills needed to progress within the Core Standards and general curriculum, and effective strategies to meet those needs.

The LAS Links assessment will be used to determine when a scholar is ready to exit. The school will always follow the criteria outlined by the State Department of Education to exit students – currently this means the student has an overall score of 4 or 5, with a reading score of four or higher *and* a writing score of four or higher. After the service period, student progress will be monitored for a minimum of two years, and up to four years. This will include ongoing reviews of course grades, assessment scores, and illuminator feedback regarding language performance and its potential impact on learning.

- c. Describe the manner in which the proposed school will ensure that it provides parents and guardians of EL/ML students report cards and progress reports that address progress in both language development and academic content in the same manner and with the same frequency as general education reporting.**

Capital Prep Middletown will ensure parents/guardians of scholars receiving EL/ML services are provided reports with the same frequency as their peers as described above and that parents/guardians are able to fully understand the updates being provided. The school will contract with local service providers for translation services to facilitate written translation into the language most understandable for the parent/guardian. Further, contracted translators will be made available for in-person meetings. The school is fully committed to contracted service providers as a critical access point for parents; therefore, the school must ensure the person providing translation is very comfortable with academic language in both English and the family's home language to explain the topics being discussed with accuracy. Capital

¹⁴ Sharon Vaughn, Alba Ortiz (2010) *Response to Intervention in Reading for English Language Learners*. National Center for Learning Disabilities, Inc. Available online: <https://www.readingrockets.org/article/response-intervention-reading-english-language-learners>

¹⁵ *ibid*

¹⁶ *ibid*

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Prep's experiences in Bridgeport have shown families feel most comfortable regarding privacy when the translator is viewed as a neutral party. When SLCs are held, EL/ML students will conduct their conferences in their home language, with a translator present to allow for meaningful discussion about academic progress and language acquisition and development between advisors and the family. This is critical to maximize parent engagement and participation in the SLCs. Every effort will be made to identify translators who will be available on a regular basis to promote awareness of the school's culture and programming and provide consistency for families. Routine communications such as letters, emails, text alerts, and newsletters will also be provided to the maximum extent possible in the primary language to encourage participation in events and activities and to keep families informed. Staff will use an app such as Parent Square for email and texting when they need to check-in, as it easily translates into the languages commonly represented among student populations in Connecticut, and it allows parents to write back in their native language with immediate translation to English.

d. Present a detailed plan that addresses how the academic and linguistic needs of EL/ML students will be monitored and how that process will be used to evaluate the effectiveness of the program and ensure that the needs of EL/ML students are met.

Capital Prep Middletown is committed to implementing high-quality practices and procedures to support the academic and linguistic needs of EL/ML students, and this includes the implementation of a comprehensive approach to monitoring progress through frequent assessment. Per Capital Prep's *RTI: Intervention Process and Protocols* manual, which was created in alignment with state policies, the following approach will be used to ensure EL/ML scholar needs will be monitored and to produce ample data to support program review. As noted above, progress monitoring through the use of universal common assessments will be conducted minimally three times per year to provide benchmark data to monitor progress and identify student needs. Common assessment results will be used to guide and differentiate instruction. Data will be regularly examined to evaluate and monitor scholar attendance rates, discipline referrals, and social-emotional learning. All scholars will take the SBAC annually, including EL/ML scholars in their first year. These scores provide an additional source of baseline data in year one and help the school determine progress and growth over time. A comprehensive list of academic and social-emotional assessments has been provided in Section I and Capital Prep's RTI manual – these will yield data that will be disaggregated by subgroup to ensure EL/ML student needs are being explicitly evaluated. Further, as described above in 3 (b), Capital Prep follows a specific set of protocols in Tier 1 instruction that includes considerations for EL/ML learners to ensure their academic and linguistic progress is being monitored in a manner that yields information to drive instruction.

EL/ML students who continue to struggle with their progress will be identified by the special populations and student assistance teams as needing more intensive intervention than Tier 1 core practices provide. In these situations, scholars will be identified as needing to receive interventions in short-term cycles of approximately 6-8 weeks with progress monitoring occurring minimally bi-weekly. Intervention strategies will be matched to the specific need identified through data review and will be delivered in small homogeneous groups if appropriate. Capital Prep's model is informed by Echevarria and Vogt's research¹⁷, which indicates that effective interventions for EL/ML scholars must include:

- The option of different curriculum from Tier I in time and intensity in recognition that the materials that did not meet a student's needs in Tier I will not suddenly meet those needs in Tier II
- Systematic and explicit instruction with modeling, multiple examples, and feedback
- Academic language and vocabulary instruction with multiple opportunities to practice
- Frequent structured opportunities to develop oral language

¹⁷ Short, D., Vogt, M.E., & Echevarria, J. (2011). *The SIOP Model for Teaching History-Social Studies to English Learners*. Boston: Pearson.

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- Specific reading and math skills as determined by assessment data
- Reading, writing, listening, and speaking in authentic contexts (e.g., reading books, writing for authentic purposes, and role-play to develop oral language)
- Reinforcement, repetition, practice and redundancy of vocabulary, skills, and strategies taught in core reading and math lessons

If data indicates a scholar needs even more advanced screening and support, frequent progress monitoring will begin (e.g., minimum weekly) using assessment tools that accurately target students' focus areas for improvement. The progress monitoring tools used in these circumstances are technically adequate to administer multiple times to assess student growth, and additional assessments will be used as warranted including diagnostics and comprehensive evaluation. The progress monitoring strategy includes standardized cognitive and academic assessment and a native language assessment. Data will be interpreted within the context of the scholar's language proficiency and acculturation. Within each tier of instruction specific guiding questions will be used to examine data and plan for the needs of the scholar.

Across the program the Executive Director of Special Populations will be responsible for the effective use of scholar data to inform instructional practices and develop strong special population plans. This includes ensuring all special populations scholars (IEP, 504, and EL/ML) have access to the core curriculum by meeting their needs in individualized ways through various differentiation and intervention strategies. The school and CMO will continually evaluate the effectiveness of the EL/ML program overall with an emphasis on data outcomes. To conduct thorough programmatic reviews, CPS is investing at the network level to build an organizational structure and staff who are dedicated to supporting school-based practitioners. Specifically, a network level data team has been established to support the work of the School Based Data Team. As a reminder, Capital Prep is in the process of implementing SBDTs across each site in the network, which will ensure there are full-time employees available on a daily basis to support assessment and data functions. The CMO's data team oversees a centralized team dedicated to developing, supervising, and evaluating functions in the areas of testing, assessment, monitoring, and accountability. This support targets the creation and implementation of a data driven culture at each school site and helps classroom educators and administrators evaluate the effectiveness of instruction and student learning. This includes providing disaggregated data for analysis and creating reports to provide evaluative findings for program review.

- e. Detail how the proposed school will meet the state bilingual education requirements and federal requirements of EL/ML students by including a plan for the provision of certified personnel, receipt and retention of appropriate documentation, classroom adaptations, and sufficient professional development for staff.**

Capital Prep Middletown will comply with state law pertaining to equal opportunities for non-proficient English-speaking students and their families. The Executive Director of Special Populations will oversee a Senior Illuminator ENL and ENL Illuminators who will be properly certified. The initial staffing plan includes a .5 FTE ENL position, which will adjust based on the student body enrolled as appropriate. This is expected to be a full-time position in year two, with two FTEs by the end of the first charter term. ENL illuminators are responsible not only for instruction but also for providing the classroom adaptations and supports outlined above and will ensure the receipt and retention of documents with security protocols in place to protect privacy. Upon enrollment, the school will contact previous schools/districts to seek records that may pertain to EL/ML educational services. Screening for students also will be conducted according to the process outlined above. The school will maintain an organizational system which will securely process and retain applicable records which includes keeping records in a locked cabinet. Access will be granted through a specific employee in the office who can grant permission to view the files only to appropriate staff. Sign-out logs will be kept, and staff will sit in a nearby room to review records and promptly return them. Additionally, to further protect privacy, a release of records form must be signed

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by parents prior to any records being shared with another party. Information about the services and modifications to be used in accordance with each scholar's individualized approach will be shared by the Senior Illuminator ENL so each illuminator providing instruction is knowledgeable and prepared. Classroom adaptations as outlined above will be implemented using Sheltered English Instructional strategies. Resources such as Wilson Foundations, Wilson Just Words, Lindamood Bell-Visualizing & Verbalizing, Lindamood-Bell LIPS, Reading A-Z, iReady, Lexia, Dreambox Math, Voyager Sopris and Rewards Reading will support these efforts, which will be facilitated through both push-in and pull-out sessions. Supplemental and intensive interventions will be provided for students who need RTI/SRBI.

Training will be provided for illuminators in instructional strategies and policies and procedures related to EL/ML education, with intensive support available to those who are directly involved with EL/ML students. Network PDs will be held throughout the year, and these sessions will always have a special populations strand. Each Friday school-based sessions will be held, with a primary focus on aligning educational strategies with scholar data – these too will include specific considerations for EL/ML students with the Senior Illuminator ENL actively involved in data analysis and planning to meet students' needs. These training and working sessions will be a standard part of the annual professional development plan. The staff development program will thoughtfully work to enhance appreciation for EL/ML scholars' native languages and cultures, and to provide information on the techniques, methods, and strategies appropriate for instruction. Sessions will include topics such as distinguishing between competencies of social vs. academic language and devising differentiated lesson plans to enhance the learning environment for EL/ML scholars. ENL staff will also attend outside trainings, such as through local Area Cooperative Educational Services. The Senior Illuminator ENL will also be a member of CAPELL¹⁸, a group committed to the success of EL/ML learners which actively strives to promote policies and best practices in teaching and learning to ensure equitable access. The Senior Illuminator ENL will have daily oversight of the department including testing, warehousing of student data in a manner that is timely and secure, overseeing Title III obligations, and ensuring students receive support. This position will report to the Executive Director of Special Populations.

4. Admissions Policy and Criteria

a. Describe the student admissions policy including student admission criteria and procedures. Please include a plan for the admission lottery, explaining how the proposed school would enroll students during the year if spaces become available. If necessary, please indicate whether the proposed school is applying to the SBE for a waiver of the requirements of the enrollment lottery in accordance with C.G.S. § 10-66bb(j). Discuss the student recruitment process and timetable to ensure effective public information to attract a diverse student body. Please detail the proposed school's plan to attract, enroll, and retain students from among the following populations: students with a history of low academic performance; students who receive free or reduced-priced lunches pursuant to federal law and regulations; students with a history of behavioral and social difficulties; students identified as requiring special education; students who are English language learners; or students of a single gender. Please also specify how the school will ensure that it complies with the provisions of C.G.S. § 10-15c (see Appendix E) and that it does not discriminate based on disability, athletic performance, or proficiency in the English language.

Capital Prep Middletown's admission policy is non-sectarian and does not discriminate against any student on the basis of ethnicity, national origin, gender, disability, or any other grounds that would be unlawful. Admission will not be limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry. All school aged children of Connecticut who are eligible to attend public school will be eligible to attend Capital Prep Middletown; as noted throughout this application, the school will use an intentionally flexible

¹⁸ <https://capellct.org/>

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approach to enrollment to best serve students, including those who have been academically left behind by other schools. In alignment with the enrollment plan, the school will initially serve grades 6-12, with elementary school grades added slowly until a full K-12 program is scaled. For admission, students must be under the age of 21 and age appropriate for the grade levels offered at the school and must not have a high school diploma. The enrollment of new students will be limited to the grades served at the time, subject to the availability of open seats within each grade. Students will gain access through a blind, open lottery system with preference given to returning students and those with siblings. In addition, Capital Prep Middletown will offer preference to students who live in the community in which the school is located and to children of the employees of the school or charter management organization, provided that students admitted under the staff preference will be limited to 15% of the school's total enrollment.

Applications will be due by April 1st of each year to be included in the lottery process. Each eligible applicant will be offered a placement or will be placed on a waiting list through the random lottery process if demand exceeds open seats. The lottery will be held within two weeks of the April 1st deadline, and it will be open to the public, although attendance will not be mandatory. During the lottery, all completed and accepted eligible applications submitted during the enrollment period will be publicly drawn in random order. Each application will be recorded and numbered in the order in which it was drawn and assigned to a specific grade and preference category. The school will use the ordered list to admit students as follows:

1. First preference (after the first year) will be given to returning students, who will automatically be assigned a space at the school to return.
2. Second preference will be given to siblings of students already enrolled or siblings of a student whose name is drawn in the lottery whose names are also in the current year's lottery. A sibling will be defined as a brother, sister, or other child legally under the same parent/guardian's care and residing in the same household. Siblings will be granted a space if available in their grade or are added to a waiting list.
3. Third preference will be for children of employees up to 15% of the total school's population.
4. Fourth preference will be for students residing within the community in which the school is located, based on the student's primary address.
5. Fifth preference is for all students residing in the state (outside of the primary community).

Students who are not selected during the lottery process will be placed on a waiting list. The lottery process used for student admission will also serve to place students in preferential order on separate grade-level waiting lists. The schools will keep accurate records of the waiting list including the names, home addresses, telephone numbers, and grade levels of students who entered the lottery but did not gain admission. If seats become available before or during the school year, parents or guardians from the waiting list will be contacted and offered the open seat. If seats become available during the school year and there is no waiting list, marketing and recruitment efforts will be used to fill available seats.

Enrollment and Retention of Diverse Students: Capital Prep Middletown will use an inclusive enrollment policy which expressly prohibits tactics that may limit the availability of seats. Capital Prep will not "screen" students. Parents will not have to attend mandatory meetings or workshops to enroll their children, the timeline for submitting new applications will not be narrow, contracts or other performance or volunteer agreements will not be required as a condition of enrollment, and students will not be recruited based on talent or past academic performance. Capital Prep Middletown will proudly serve all scholars, including those with significant academic challenges, students with disabilities, or those learning English. The school will further ensure students who are economically disadvantaged and those who have a history of behavioral or social-emotional challenges are welcomed. This inclusiveness will be proactively communicated to families and the community during recruitment and outreach, which is one of the most impactful ways of communicating these values to drive enrollment. Written recruitment materials will clearly articulate that all scholars are welcome, and information sessions will reinforce this

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inclusiveness. By leveraging deep connections throughout the community, families from all backgrounds will be informed and equitably recruited, as outlined below. Capital Prep is currently held to high standards for enrolling and retaining students who are economically disadvantaged, EL/ML, have diagnosed disabilities, and have struggled in other settings – these expectations are upheld and evaluated by both the Connecticut Department of Education and the SUNY Charter Schools Institute, the authorizers for the network’s currently operating schools. At each location, Capital Prep embraces the challenge of enrolling students who others consider educationally “at-risk” regardless of the challenges they face and takes it a step further by viewing each scholar as having college potential. The Capital Prep mission is to serve those who have been historically disadvantaged and the model is designed to help those who are the most vulnerable thrive. Retention is best achieved through the provision of the academic and affective support each scholar needs as an individual and Capital Prep Middletown will deliver, as documented throughout this application.

Recruitment Strategies and Timeline: The school, with the support of CPS, will conduct marketing and recruitment activities throughout the year. This work will build upon the efforts of the founding team, which began building awareness through community events and the development of partnerships during the application development stage in the spring, summer, and fall of 2022. Further, the Capital Prep organization itself has authentic and deep connections to community groups, faith communities, and stakeholders throughout Middletown which will be leveraged to recruit a diverse student body. The result is that Capital Prep Middletown is uniquely bolstered by organizations throughout the community who are committed to helping operationalize the founding team’s vision. For example, a relationship has been established with the Muslim Coalition of Connecticut, of which founder Linda Miller is a member. Dr. Perry has longstanding relationships with Middletown’s various youth sports leagues, where he was a coach and where his own children played. Various other founding team members are affiliated with the local Little League, youth football, and youth lacrosse organizations. Other members of the founding team bring with them strong relationships to Oddfellows Playhouse for Youth Theater, and CPS as an organization has a long history of partnership with the Department of Children and Families (DCF). When children are involved with DCF they tend to move from house to house frequently, but by being accepted to Capital Prep these scholars will have school enrollment consistency and will be able to stay with Capital Prep as long as they are near Middletown. Over the years the network has enrolled many such children in Hartford and Bridgeport and has established strong ties with the organization. DCF Commissioner Vanessa Dorantes is a former Capital Prep parent and a supporter of the Middletown effort (please see Appendix F).

These local partnerships will be particularly helpful when it comes to directly distributing recruitment materials to families. This will be complemented by ads which will run in local public outlets. Targeted mailings will also be used. Organic social media and paid ads on platforms such as Facebook and Instagram will be utilized as well. Capital Prep’s informational materials will advise all families of the opening of the charter school, the means by which students may apply, and the educational mission and design. Informational materials will emphasize the school’s academic programming and supports for all students, including EL/MLs and SWDs. Importantly, Capital Prep Middletown will recognize and honor its policy of equitable admissions access to at-risk students in every phase of its admissions process. In addition to leveraging its many strong community partnerships, grassroots techniques will be employed to reach families. Those techniques include neighborhood canvassing, visiting local businesses, and tabling events. The school will intentionally recruit students in public housing areas and will not rely on passive methods but will work diligently to find opportunities to interact with students and families in-person.

While marketing efforts will be conducted year-round, each year in September a significant push to recruit new students will begin. For the school’s initial launch this will mean the recruitment season will gear up in September 2023. From September through February an intensive effort will be devoted to increasing the distribution of materials throughout the community, including applications in multiple

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languages, along with links to online resources and the online application. Online and in-person information sessions and/or open houses will also be offered as appropriate within health guidelines throughout the fall and winter months. Recruitment efforts will be bolstered by targeted engagement with community-based organizations and partners, who will help widely disseminate information. Efforts to publicize the program and appeal to families and students will include strategies such as posting flyers and public notices in multiple languages in high traffic places including supermarkets, communities of faith, community centers, apartment complexes, youth centers, and CBOs. The school will also engage with relevant media outlets including those communicating in languages other than English and may canvass neighborhoods to develop broad awareness.

The application will be live each year by December, and a clearly articulated deadline will be transparently communicated. The lottery will be held in April, and letters will immediately be sent home to parents to notify them of either acceptance or their position on the waiting list. Parents will be asked to confirm or deny their acceptance of the seat by the end of April. All materials will be translated into Spanish and additional language translations will be made available as appropriate. The school will not request information about whether a student has been diagnosed with a disability or has an IEP or 504 Plan prior to enrollment. Upon being admitted families will be asked to provide such information and an additional orientation will be offered for any students who require special services to ensure the family is aware of how their needs will be met.

Lottery: The school will include a description of the public lottery in its application materials distributed to families during the outreach phase of the process. Capital Prep will contract the services of an independent and unaffiliated organization to conduct the public lottery in April each year. During the lottery process, all completed and accepted applications submitted during the enrollment period will be publicly drawn in random order until all applications have been drawn. Each application will be recorded and numbered in the order in which it was drawn and assigned to a specific grade. Students who are returning from the previous year will not need to reapply or reenter the lottery.

Waiting List: After all available spaces have been filled in each grade a waiting list will be created by the remaining applications. These applicants will be identified by number and grade and open seats will be offered to the waiting list applicants in the order of placement. The waiting list will expire annually at the lottery drawing after the following year's enrollment period. Reasonable and multiple attempts will be made to contact the family of the student at the top of the waiting list and get confirmation of whether the student is still interested in enrolling at Capital Prep before proceeding to the next name on the list. If reasonable and multiple attempts to contact the student's parents/guardians are unsuccessful, then the school may remove that student from the waitlist. Documentation of the attempts to contact the parents/guardians of any student removed from the waitlist will be maintained.

Retention: Capital Prep's model and approach incorporates the belief that having scholars assert control and dominion over their own learning is key to retention and achievement. This belief is evidenced in practices such as Student Led Conferences, elevating student voice activities in the community and within the school, and the culminating Social Justice Project. Further, the entire Affective Domain is designed to foster strong relationships and personalization to increase scholar agency and satisfaction with their educational experience. There are meaningful relationships developed with families through the Advisory Program, as advisors communicate with parents weekly, and scholars become a multi-age family with others in their Advisory grouping. Ongoing and genuine parent engagement also is critical to overall retention. Retention efforts are also supported by interventions and services tailored to SWDs, EL/MLs, and others including those who struggle academically or behaviorally, as described above and throughout Section I.

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- b. Describe the efforts the proposed school would make to reduce racial, ethnic and/or economic isolation. Please discuss relevant programs (e.g., curricular and extracurricular and/or student teacher recruitment), if any, the school plans to implement.**

Capital Prep Middletown will operate according to policies and principles that help reduce racial, ethnic, and economic isolation. To support this important goal, the school will monitor student and teacher applicant pools to ensure adherence to Connecticut's established objectives as well as the school's mission. Data will be monitored to determine whether recruitment efforts result in enrollment that is congruent with the goals of the State's inter-district magnet and charter school initiatives. The host district is an Alliance District and there will be a preference for students residing in Middletown. Remaining seats will be granted to students who reside outside of the host district. The network's experience is that students will enroll within a one-hour bus ride, so efforts will be made to recruit widely to help foster regionalization. Also of note, many of Capital Prep's features are drawn from traditional English model prep schools that were designed after the Pan-African experience seen throughout the Caribbean and Africa. Some of those features include organizing students into houses, and naming head girls and boys. These features are very attractive to many families from a variety of racial and ethnic backgrounds. Capital Prep's social justice mission and comprehensive educational program, the two-sport requirement, the intentional approach to affective and social-emotional support, and the strong Advisory Program are also features that will make the school an attractive option to a diverse student body. Additionally, the network's track record of securing four-year college acceptance for graduates and sending seniors to acclaimed post-secondary institutions will resonate with students from a variety of racial and ethnic backgrounds and households with both advantaged and disadvantaged socio-economic realities. Finally, reducing isolation means intentionally engaging families with a middle-class background as well. With this in mind the school will use strategies to find and communicate with those families, including those utilizing private schools. These considerations will inform student recruitment efforts.

5. Student Discipline Policies

- a. Discuss how the proposed school would create and maintain a safe and strong learning environment.**

Capital Prep Middletown will implement a comprehensive set of strategies to create and maintain a safe and positive learning environment, which is essential to student development and is directly linked to academic performance. The model has been designed to promote a sense of social, emotional, and physical wellbeing. As has been described throughout this application, the Capital Prep model includes two "houses" – the academic and affective. A key responsibility of those who operate on the affective side is the creation of a Culture of Respect and Empathy (CORE) within all aspects of the school community. CORE initiatives to support a safe and strong learning environment will include:

- On-going staff professional developments and trainings that include topics such as multiculturalism, culturally responsive classrooms, behavioral data, and discipline, teaching behavioral expectations, bullying procedures/prevention, and teaching social justice in the curriculum
- Data collection and analysis to assess program effectiveness
- Social Justice embedded curriculum
- School-wide Advisory program that includes daily support from illuminators and peers, regular parent communication, and service learning
- On-going student lessons that include behavior expectations, character development, and being a responsible and empathetic citizen
- The use of restorative practices
- The use of a data collection system to track and analyze student discipline referrals

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- Developing student leadership in relation to the school climate through CORE Student Representatives who center their SJP around improving student interactions, empathy, and behavior

Classroom Management: As professionals, illuminators will be expected to effectively manage discipline issues as they arise in their classroom, although the model has been designed to flex in response to individual circumstances and situations. Capital Prep emphasizes the use of a multi-tiered framework to address behavior management and discipline. Accordingly, the staff are trained on a set of interventions to be taken at the classroom level prior to escalating to the administration. In the event of extenuating circumstances, however, illuminators will use their best judgment to deal with an issue. The overall goal is to always keep scholars in the classroom to the maximum extent possible. In general, illuminators are asked to follow these basic steps, although the specific strategies employed will adjust within the multi-tiered behavior management approach as needed.

First Offense: Verbal warning

Second Offense: Written warning; notify parent/guardian

Third Offense: Utilize a disciplinary or restorative practices strategy; notify parent/guardian

Fourth Offense: Refer scholar to the Dean along with documentation of the steps and interventions taken

Notwithstanding the foregoing, the school may impose more serious consequences dependent upon the circumstances and nature of the offense. Illuminators will be equipped with a foundation for classroom management which is supported by CPS and administrators through the thoughtful implementation of progressive discipline strategies with accompanying professional development. The school will track both behavioral referrals and parental contacts to identify when a scholar needs a behavioral plan or an evaluation by the PPT.

Confiscation: The school staff may confiscate items inappropriate to the school environment. These include, but are not limited to inappropriate magazines, videos, water pistols, radios, electronics, wallet chains, cell phones, large belt buckles, laser pointers and other items that are disruptive to school and/or potentially dangerous. In light of special circumstances that justify the need for certain devices, the Principal may grant permission if the request is submitted in writing by a parent/legal guardian. If a student possesses such a device/item in school without such prior written permission, it will be confiscated by school staff, and will only be returned to a parent in person. Mace/pepper spray and illegal contraband will not be allowed in school and will be turned over to the local police department.

Controversial Issues: The Scholar and Family Handbook will outline the school's approach to ensuring free discussion of controversial issues, and to ensuring freedom of speech and free access to information. In alignment with the school's mission and the democratic process, scholars will have four rights to be recognized: 1) the right to study any controversial issue which has political, economic or social significance, and concerning which the scholar, at his/her level should begin to have an opinion; 2) free access to relevant information, including materials that circulate freely in the community; 3) the right to study under competent instruction in an atmosphere free from bias and prejudice; and 4) the right to form and express their opinions on controversial issues without jeopardizing their relations with the illuminator or the school.

Cheating/Plagiarism: A strong learning environment requires the expectation that scholars will conduct themselves with honesty and integrity. All forms of cheating and plagiarism will be prohibited, including copying another scholar's work, working with others on projects that are meant to be done individually, allowing another scholar to look at or copy answers, using any other method to get/give test or quiz answers, and copying information from a source without proper attribution.

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Dress Code: Capital Prep Middletown will require uniforms. Scholars will be required to wear only items that are part of the school-designated attire on school days which are Monday through Friday. Each scholar will receive a free uniform upon enrollment to minimize this becoming a barrier to entry, and families struggling with additional costs will be supported by the school. Scholars may not be allowed to enter the building if they are out of uniform. This is because the uniforms are an important part of the school's culture. The uniform is a great economic equalizer and prepares scholars to be well-appointed and professional. It is also an expression of pride and signals membership in the community.

Fire Drills and Emergency Preparedness/Unauthorized Personnel: Fire drills will be held at regular intervals as required by state law. Any person who is not authorized for entry by an administrator as either a visitor or guest will be in violation of Section 53A-185 (Refer to Public Act 828, Section 187) of the Connecticut Statutes. This is a Class C Misdemeanor and will be treated as such.

Safe School Climate Plan: Capital Prep schools are committed to creating and maintaining a physically, emotionally, spiritually, and intellectually safe educational environment free from bullying, harassment, and discrimination. In order to foster an atmosphere conducive to learning, Capital Prep Middletown will comply with all anti-bullying legislation and will adopt a Safe School Climate Plan which will be consistent with Connecticut state law. Staff and the Board will use the plan to outline their expectations for creating a positive and inclusive school climate and thus preventing, intervening, and responding to incidents of bullying. Bullying behavior will be strictly prohibited, and students who engage in such behavior will be subject to disciplinary action. The school's commitment to addressing bullying behavior will involve a multi-faceted approach, which includes education and the promotion of a positive school climate in which bullying will not be tolerated by scholars or school staff. A Safe School Climate Coordinator will be appointed from among the school's staff and will frequently collaborate with building level staff and the Board to prevent, identify, and respond to bullying or other problematic behavior. The Principal, or their designee, will also be recognized as a Safe School Climate Specialist. The Safe School Climate Specialist will investigate or supervise the investigation of reported acts of bullying and will act as the primary school official responsible for preventing, identifying, and responding to reports of bullying in the school. Finally, a school-based committee will be established, which will include the Coordinator and Specialist, to be responsible for developing and fostering a safe school climate and addressing issues as they arise. The committee will include at least one parent/guardian.

Restorative Practices Approach: Capital Prep schools are currently in the process of rolling out restorative practices at each site, in recognition of the importance of understanding and unraveling the experiences and trauma in a community and identifying what stressors and behaviors need to be addressed swiftly before a situation escalates. Interestingly, a scholar's senior Social Justice Project at Capital Prep Harbor focused on restorative practices, and it led to the adoption of the approach network-wide. This is a perfect example of how the model supports scholars on their journey to develop as leaders in social justice. The SJP presentation is shared as Appendix H to illustrate the impact of this project and showcase how the educational approach drives meaningful change. Following the SJP, the implementation of restorative practices began at the upper school in Bridgeport and has since been used at each individual site. Leaders were swayed by the ample research that supports the use of restorative practices and its alignment to the model. Capital Prep hired Joe Brummer, an expert trainer in Connecticut who had served as a consultant to the student during the SJP, to guide the creation of the approach. The change also has helped Capital Prep address suspension rates when data showed initial strategies were not working sufficiently. The network's schools now use a tiered approach to behavior and discipline which includes many restorative practices such as the use of circles. The Advisory Program serves as an umbrella, with the advisor leaning into a leading role for implementation. The advisors serve as a point person with scholars and their families and are frequently able to identify triggers for outbursts or other challenging behaviors. Circles are often held in advisory and baseline trainings are provided to both staff and scholars to help create an ecosystem where both peers and staff work to de-escalate issues through

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mediation rather than escalating every situation to an administrator for discipline. Whenever appropriate restorative practices will be used at Capital Prep Middletown before a suspension is issued to a scholar. As this is an evolving approach across the network, the exact strategies are still under development and will be updated as appropriate. The school is expected to include features such as calm down areas within classrooms (especially for younger students), the use of wellness days, de-escalation training during professional development, guidance on how to conduct impactful circles and peer mediation, and scholar development so they can provide each other peer support. To the maximum extent possible, the restorative practices approach seeks to keep scholars in the classroom, reduce how many incidents are sent to administrators, and provide scholars opportunities to support their peers and selves within a caring community.

Scholar Support: Capital Prep Middletown will work daily to address scholars' social-emotional well-being, which supports the maintenance of an orderly and positive school environment. First, Advisory fosters personalization and strong relationships between scholars and their learning environment. Multi-age advisories ensure scholars connect with peers including those younger and older, and these operate like families within the school, giving each scholar a sense of belonging. The curriculum includes circle-ups, check-ins, age-appropriate socialization, discussion of current issues, and academic and life coaching. Advisors provide prevention, intervention, and aid to scholars through a team approach which fosters open communication within the entire school community. Additionally, social work services will be provided by professionally qualified social workers. Their responsibilities include assisting scholars with emotional or social difficulties to function more successfully within the school environment through individual and/or group counseling. Referrals for more intensive counseling and/or psychiatric intervention to other social service agencies will be recommended as needed. Services will be provided through both self-referral or referral from illuminators, administrators, parents, or the PPT process.

To respond to non-routine incidents, two types of crisis teams will be established to reduce the risks of physical harm at school, ensure effective decision-making and the communication of accurate information, and provide emotional support. First, when a situation involves an individual scholar in crisis (i.e., when a scholar is expressing suicidal ideations), a crisis team that consists of the Principal, nurse, social worker, and/or Deans will be the frontline responders. When a crisis occurs that impacts the community more broadly (i.e., the death of a faculty member or scholar) the team, in addition to those listed above, will also include other administrators and community service providers.

Sports: Sports are considered an integral part of the school's educational program. Through athletics, scholars have the opportunity to learn the importance of ethical behavior, good sportsmanship, positive values, fitness, and the realization of self-worth. Interscholastic athletic activities are governed by local and conference guidelines and must conform to rules established by the state sport governing body. The school and CPS will work with scholar-athletes, their parents and the community in the promotion and pursuit of excellence in education and sportsmanship. Scholars will be expected to participate fully in academics in order to participate in athletics.

b. Describe the acts for which a student may be disciplined, include the consequences or range of consequences resulting from committing such acts.

Capital Prep Middletown will use a similar approach to discipline as Capital Prep Harbor. Scholars will be expected to observe high standards of conduct and will be responsible for behavior in keeping with their level of maturity. The rights and welfare of other students and staff must be recognized and respected at all times. Disciplinary policies and procedures and steps taken to manage behavioral challenges will follow IEPs/504 Plans and will consider whether an act of misbehavior is a manifestation of a disability.

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In general, Capital Prep scholars are expected to be well-behaved and exhibit proper school behavior. Any act by a scholar that is disruptive to the educational environment may result in discipline. Moreover, the particular form of discipline may vary for each scholar and each incident, based upon all relevant circumstances and seriousness of the offense. The disciplinary actions outlined here represent a hierarchy of consequences rather than a required sequence. Typically, the progression would begin with an illuminator issuing a warning, using a restorative practice strategy, or issuing a consequence such as an after-school detention in the unfortunate instance that a scholar misbehaves. If the strategies and consequences assigned by an illuminator do not serve to redirect or correct a scholar's behavior, or if the infraction is more serious in nature, the scholar may be referred to an administrator who may choose to assign a before-school detention. In the event that the scholar repeats the violation, or if a scholar commits a more egregious infraction, a more serious consequence may follow including in-school or out-of-school suspension. It is not practical or even possible to list every scholar action which is prohibited in a school setting, and which may subject a scholar to discipline. As noted above, any act that is disruptive to the educational environment may result in discipline, which may vary based upon the circumstances. Please also note that suspected criminal activity may be referred to the local police department, an action which is separate and distinct from discipline that may be imposed in the school setting. While not exhaustive, the following activities will result in disciplinary consequences, pending the approval of the school's disciplinary policy and code of conduct upon receiving a charter approval.

Attendance and Tardiness: Regular and punctual attendance at school and all classes is an integral component of the scholar's learning process. Therefore, regular attendance to all classes is essential to fulfill academic and attendance requirements. The term absence is defined as not being present 20 minutes or more of a scheduled class. If 10 classes are missed in a year-long course, credit may not be granted. Additionally, scholars must be fully present at the beginning of class. Three tardy entries to class will count as one absence. After every third tardy to school, scholars will be assigned a detention. Scholars will be assigned in-school suspension on the 11th tardiness to school and each one thereafter.

Bullying: Bullying behavior will be strictly prohibited. Students who engage in such behavior may be subject to disciplinary action including suspension or expulsion from school. The school's commitment to addressing bullying behavior will involve a multi-faceted approach, which includes the promotion of a positive school climate in which bullying will not be tolerated by scholars or school staff.

Cheating/Plagiarism: Consequences of cheating and/or plagiarism shall be considered academic in nature and will be handled by the classroom illuminator unless repeated incidents require disciplinary action. Violators will be disciplined on a case-by-case basis depending on the seriousness of the violation, prior violations, and other factors. Scholars may be withdrawn from school mid-school year due to repeated occurrences of cheating.

Drugs and Alcohol: Bringing controlled drugs or alcohol to school activities, into school buildings or onto school grounds will be prohibited. Possession of controlled drugs or alcohol on persons, in lockers, desks, vehicles, or any place in school buildings or school grounds will be prohibited. Distribution, sale, or use of drugs or alcohol at school activities, in school buildings and on school grounds will be prohibited. The following procedures shall apply for any violation of this regulation:

- a. The scholar shall be suspended for a period of ten (10) school days.
- b. Parents or Guardians will be referred to a licensed substance abuse counselor or agency.
- c. The Scholar and Parent or Guardian will be asked to meet with the Principal or his/her designee to review any assessment and/or recommendations resulting from step b above.
- d. The Principal or his/her designee shall inform the superintendent and the superintendent may recommend to the Board the expulsion of said scholar (especially when the conduct implicates the statute's mandatory expulsion statutes).

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e. Consistent with the law, the consequences for possession, use or sale of marijuana or any cannabis product shall not be more serious than the possession, use or sale of alcoholic beverages.

Gambling: Possession or use of playing cards, dice, and/or other games of chance will not be permitted.

Out of School Misconduct: Scholars will be subject to discipline, up to and including suspension and expulsion, for misconduct which is seriously disruptive of the educational process and is a violation of a publicized board policy, even if such conduct occurs off-school property and during non-school time. Examples of off-school conduct that may result in such discipline include but are not limited to:

- a. Sale, possession, use, or distribution of dangerous weapons, including martial arts weapons
- b. Use, possession, or distribution of illegal drugs.
- c. Violent conduct (including the improper use of physical force).
- d. Making of bomb threat.
- e. Threatening to harm or kill another scholar or member of the staff; where any such activity has the reasonable likelihood of threatening the health, safety or welfare of school property, individuals thereon, and/or the educational process.
- f. Other violations of policy and the law that are seriously disruptive of the educational process.

Of course, such conduct occurring on school grounds may likewise subject a student to discipline.

Sexual Harassment: The school will not tolerate discrimination on the basis of sex in the education programs and activities that it operates. Sexual harassment is a form of sex discrimination. A student found to be a responsible party for sexual harassment in violation of Title IX may be subject to discipline. Other forms of discrimination and harassment that are contrary to school policy and the law may likewise subject a student to discipline.

Smoking: Scholars shall not smoke/vape or use tobacco products on school property or at any school-related or school-sanctioned activity, on or off school property as provided by state and federal law. All staff members in each school will be responsible for enforcing the non-smoking regulation.

Transportation: Poor behavior on buses will result in the driver reporting scholars for violations of bus rules. The consequence for violation of bus rules will be similar to the consequence for the violation of school rules. In addition to the possibility of receiving a warning, detention(s) or suspension for rules violation, the privilege of riding the bus may be suspended for misbehavior on the bus. Parents/guardians will be responsible for the scholar's transportation if the bus riding privilege is suspended.

Technology: Inappropriate web access will result in the suspension of computer access privileges and the scholar may face additional disciplinary consequences at the discretion of administrators.

Theft/Vandalism: The school will not tolerate incidents where a scholar intentionally causes or attempts to steal or cause damage to public and/or private property (including writing or defacing lockers in any way) either on school grounds, during a school function, or at an event off school grounds. In addition to discipline, intentionally causing or attempting to cause substantial damage of valuable public and/or private property or repeated damage of small public or private property may result in a suspension and repair or replacement of the item(s).

Weapons and Dangerous Instruments: No guns, knives, or any other objects, including martial arts weapons, capable of threatening or causing injury or death may be brought onto school grounds. Any object used to cause injury will be considered a weapon. Violators will be subject to arrest and prosecution as well as appropriate disciplinary action. Any student found to possess a weapon on school

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grounds or during a school activity will be suspended and referred for an expulsion hearing, consistent with the law (including those statutes requiring expulsion proceeding for certain weapon related conduct).

- c. Describe the proposed school’s policies regarding student expulsion and suspension (in-and out-of-school) for both general education and students identified as special education, and the educational alternatives available to students who are expelled or suspended. In addition, please include the due process procedures the school would follow in applying the discipline policy for all students, including students identified as eligible for special education.**

Policies regarding student expulsion and suspension are guided by Connecticut’s Education Laws and applicable federal laws such as the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973. Parents and scholars will be informed of the school’s rules and the consequences for behavioral infractions. A Family and Scholar Handbook with details regarding the disciplinary code will be distributed annually and may be posted on the school’s website.

Parents/guardians will be asked to review it each year with their child to ensure they understand its contents and will be encouraged to ask questions or request a meeting with an administrator if they have concerns. Upon approval, Capital Prep Middletown will review, finalize, and adopt formal policies including the Family and Scholar Handbook which will be modeled upon the one used at Capital Prep Harbor. In general, the school will seek to keep scholars in school to the maximum extent possible and will exhaust other interventions and strategies unless the conduct displayed immediately threatens the safety and stability of the environment for others.

Exclusion, Suspension, Expulsion: Each of these terms will be defined in the following manner.

- a. “Exclusion” shall be defined as any denial of public-school privileges for disciplinary purposes.
- b. “Removal” means an exclusion from a classroom for all or part of a single class period, provided such exclusion shall not extend beyond 90 minutes.
- c. “Suspension” shall be defined as an exclusion from school privileges or from transportation service only for no more than ten (10) consecutive school days, provided such exclusion shall not extend beyond the end of the school year in which such suspension was imposed.
- d. “Expulsion” shall be defined as an exclusion from school privileges for more than ten (10) consecutive school days, and shall be deemed to include, but not be limited to, exclusion from the school to which the student is assigned at the time such disciplinary action was taken, provided such exclusion shall not extend beyond a period of one calendar year. Such period of exclusion may extend to the school year following the school year in which such exclusion was imposed.
- e. “Emergency” shall be defined as a situation under which the continued presence of the scholar in the school poses such a danger to persons or property, or such a disruption of the educational process that a hearing may be delayed until a time as soon after the exclusion of the scholar as possible.

Capital Prep Middletown will expressly comply with state laws on suspension and expulsion that apply to all public schools, as outlined in statute and in the state’s *Guidelines for In-School and Out-of-School Suspension*.¹⁹ This will include careful evaluation to conclude whether an in-school or out-of-school suspension is most appropriate in each circumstance, with the understanding that Section 10-233c states suspensions should be in-school (ISS) unless with respect to any pupil in (1) grades three to twelve, the administration determines during the suspension hearing that (a) the pupil being suspended poses such a danger to persons or property or such a disruption of the educational process that the pupil shall be excluded from school during the period of suspension, or (b) an out-of-school suspension is appropriate for such pupil based on evidence of (i) previous disciplinary problems that have led to suspensions or expulsion of such pupil, and (ii) efforts by the administration to address such disciplinary problems

¹⁹ https://portal.ct.gov/-/media/SDE/Press-Room/Files/In_School_Suspension_Guidance.pdf

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through means other than out-of-school suspension or expulsion, including positive behavioral support strategies, or (2) grades kindergarten to two, the administration determines during the suspension hearing that an out-of-school suspension is appropriate for such pupil based on evidence that such pupil's conduct on school grounds is of a violent or sexual nature that endangers persons. At their discretion, an administrator may assign a Saturday detention in lieu of an ISS or Out-of-School Suspension. If an ISS is granted this will mean the scholar can be present in the school building, but they must remain in a different area/room rather than in their regular classrooms. The services and supports provided during ISS will support learning and be provided in accordance with any IEP/504 Plan. ISS will feature active supervision including support for behavior and access to grade-level assignments and work. The school will be mindful of the following considerations:²⁰

- Staffing of the in-school suspension setting, including the academic credentials and qualifications of instructional and administrative personnel
- Grouping of students by grade level and academic needs
- Physical location of the in-school suspension setting
- Instructional content and assignment of classroom work
- Teaching social skills, positive behavior, and improved decision making

Out-of-school suspension will be assigned as appropriate (please see the infractions listed in (b) which indicate the possible consequences including suspension and expulsion for a variety of disciplinary offenses). Typically, and in alignment with Connecticut statutes, out of school suspension will be the result of conduct that directly violates a publicized policy, seriously disrupts the school environment for others, and/or has caused endangerment to other persons or to public or private property. Administrators will be mindful of the need to provide a formal hearing if a student is recommended for suspension more than 10 times or 50 school days cumulatively during a single school year. The school will also comply with requirements that guarantee an informal hearing for scholars who are facing a suspension (whether in-school or out-of-school). Students who are suspended will have the opportunity to complete the classwork, assessments, and assignments they missed during the disciplinary period.

Expulsion will require a formal hearing and if a scholar is expelled, they will be provided an alternative educational opportunity in alignment with Connecticut's *Standards for Educational Opportunities for Students Who Have Been Expelled*.²¹ Capital Prep Middletown will coordinate with the Middletown Public School District the provision of an alternative educational opportunity in accordance with the law. Specifically, Capital Prep Middletown will cooperate with the district in planning the alternative educational opportunity and shall provide instructional materials to enable the district to provide appropriate instruction to the child. Depending on the specific circumstances this may be accomplished through online work or through tutoring. In the case of an emergency, as outlined above, the hearing will be held as soon as possible. Otherwise, the hearing will be held within 10 school days of the scholar's removal. The school will send compliant written notices home as required by law and will share documents that may be discussed within the constraints of FERPA.

During every step of the disciplinary process, administrators and staff will be mindful of the circumstances surrounding each scholar and the incidents, including patterns of behavior that may need to be addressed, including by requesting a Planning and Placement Team (PPT) meeting. If at any time a family requests a PPT meeting as a result of concerns regarding behavior the school will be responsive and will work with the district to initiate the PPT process. Further, Connecticut State Regulations, Section 10-76d-7(c), requires each school to promptly refer to the PPT those who have been suspended repeatedly

²⁰ *ibid*

²¹ <https://portal.ct.gov/SDE/Publications/Standards-for-Educational-Opportunities-for-Students-Who-Have-Been-Expelled/Standards-for-Alternative-Educational-Opportunities>

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or whose behavior, attendance or progress in school is considered unsatisfactory. For scholars who experience multiple in-school suspensions, a referral must be made to the PPT to consider whether evaluations should be conducted to determine the child's eligibility for special education. Further, prior to expelling a student with a disability, the school (by itself and through the district) will work to convene a PPT meeting. This will occur within ten school days of a decision to change the placement as required in order to conduct a manifestation determination. If there is a determination the disability was the reason for the inappropriate conduct, the school will work with the district on the next steps which may require a Functional Behavioral Assessment and/or the implementation of a new behavioral intervention plan.

Due Process: The following rights, while not exclusive, will guide suspension and expulsion hearings.

- The right to a hearing before being expelled, except in cases of emergency. The hearing will be held on or before the 11th school day after being excluded from school. If it is a suspension hearing, it must be held before the 11th suspension or 51st school day of suspension.
- The right to notice before an expulsion hearing. The notice must explain which rule the school believes was broken and what the student did to break the rule.
- The right to bring an attorney to the hearing; the notice will provide the student's family with information on how to get representation.
- The right to explain their side including the right to present evidence and testimony from witnesses.
- The right to question or cross examine any witnesses the school may present.
- Due process for students identified as receiving special education or Section 504 accommodations includes the consideration that such students may not be expelled for behaviors that are caused by the disability, as outlined above.

6. Human Resource Policies

- a. Describe the criteria and standards to be followed in the hiring and dismissal process of teachers, administrators, and other school staff. In addition, please provide a sample job description for a teacher and a principal.**

Capital Prep has developed a comprehensive and uniform approach to hiring and dismissal that provides all staff with predictability and consistency that aligns explicitly with the organization's mission, vision, and core values. Hiring decisions will be calibrated around a potential employee's dedication to providing students with an enriching and invigorating educational experience. Staff will be expected to reflect the CPREP Learner Expectations, with a particular commitment to collaboration, problem-solving, and committing 100 percent to students' success.

Hiring Standards: Staff will be hired from a job description that has been widely disseminated and documents the responsibilities of the position and the criteria being used to evaluate candidates. Capital Prep Middletown will adhere to the principle of equal opportunity. Staff will be employed based on qualifications and competence, education, experience, personal qualities, evaluation of previous employers and other references. Employment decisions will not be made on race, color, citizenship, or mental disability, marital status, veteran status, or any classification protected by the law. The school will not tolerate any form of discrimination. Employees that are found to be involved in a discriminatory practice will be subject to discipline, up to and including termination. The non-discrimination policy will apply to all areas of employment including recruitment, hiring, training, development, promotion, transfer, termination, layoff, compensation, benefits and all other conditions and privileges of employment in accordance with applicable federal, state, and local laws.

Hiring Processes: Through the Educational Services Agreement, the school will work with CPS to source talent and hire staff, including the Principal. The hiring process for the Principal position was outlined in Section II. For other staff positions, both teaching and administrative, the process will focus

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on recruiting and hiring individuals in alignment with the mission and educational philosophy. Positions will be publicized in a manner that reaches a diverse candidate pool using job descriptions that explicitly outline qualifications sought and the responsibilities of the role. (Please see Appendix I for sample job descriptions; qualifications are also outlined below in (b).) Applicants' skills will be assessed regarding relevant requirements, which for both illuminators and administrators will include appropriate certification and their experiences and philosophies on classroom culture, planning, teaching at-risk and/or under-served students, mission alignment and accountability.

Open positions that must be filled annually will be identified in the spring based on the approved budget for the upcoming school year and the needs identified by staff. Recruitment methods will include digital/virtual strategies to identify candidates as well as attendance at job fairs and other in-person events. Candidates will be screened through a series of interviews and may be asked to conduct a guest lesson. During the initial screening process all candidates will be required to share their higher education achievements and whether they are certified, and if not, whether they are close to completing certification requirements or eligible for state authorization to teach. During initial screening candidates are also asked about total years of experience and experience with urban education. The initial screening process will identify which candidates move forward to phone interviews, after which CPS's Chief Talent Officer, or a member of the department's staff, will facilitate follow-up interviews with school-based teams comprised of Principals and Deans and Dr. Perry, Head of Schools. References will be contacted for candidates prior to an offer being extended. Proof of certification and the completion of fingerprinting and a criminal background check process will be required. This includes a sex offender review, DCF background check (form 3031), and the Educational Employer Verification process in accordance with Public Act 16-67. Additionally, the school will comply with federal immigration law requiring verification of an employee's identity and legal authority to work in the United States.

Dismissal and Separation: In general, staff will be provided with ample opportunities for growth through strong professional development and the use of improvement and remediation plans. For teachers, these efforts will be guided by SEED. Employment will be "at will," and the employment relationship may be terminated at any time by Capital Prep or the employee without notice and with or without cause. Staff will receive and sign a copy of the Employee Handbook which will outline actions that may result in disciplinary action or termination. The school will replicate the policies and Employee Handbook used at Capital Prep Harbor. Employees may be terminated for poor performance, misconduct, excessive absence or tardiness, discrimination, harassment, or other violations of policy. Staff will be hired on one-year terms. The decision to re-hire for the following school year will be based on performance.

b. Describe the targeted staff size and teacher-to-student ratio aligned to the school mission, educational philosophy, students served, and budget. Describe the number and qualifications of teachers and administrators to be employed.

The staffing plan reflects the model's design, which emphasizes meeting students' needs both affective and academic, and realistic budget considerations. The budget has a total staff size of 32.1 FTEs in year one, which includes 22 general classroom illuminators (excluding inclusion and EL illuminators) for a ratio of teachers to students of 1:17. The ratio is 1:15 when inclusion and EL illuminators are included. By year five the budget carries 83.5 FTEs, including 62 general classroom and special populations illuminators. The teacher to student ratio in year five remains 1:15. The staffing plan includes the key instructional and administrative positions outlined below, which align to the network's educational model and philosophy of strong inter-personal academic and social-emotional support. The school will maintain rigorous standards and expectations for staff as demonstrated by the qualifications outlined for each position. Please note that a specific requirement of the Principal and Dean positions will be credentialing as an administrator in Connecticut. The school also will employ a Director of Operations, who will be

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supported by CPS's operations team, as well as a nurse, athletic coordinator, and operations staff to support the office, food service, and facilities. An organizational chart has been submitted in Section II (2) (a) and a full staff roster is included with the budget.

Assistant Superintendent for School Leadership (.3 FTE): The Assistant Superintendent for School Leadership is responsible for all Connecticut schools and report to the CMO and to the Capital Prep Harbor and Capital Prep Middletown Boards. Dr. Ayanna Carter, a former principal and Academic Dean at Capital Prep Harbor, holds this position and is responsible for supervising the principals and supporting the schools. The Assistant Superintendent for School Leadership CT is responsible for the oversight and management of schools in Connecticut, including academic performance, day to day operations, implementation of systems and structures, compliance, fidelity to the Capital Prep model, renewal, and authorizer relationship management.

Principal (1 FTE)²²: The Principal position is responsible for overseeing and leading all aspects of the school. Candidates will be screened for whether they are appropriately certified with an administrator certification in the state of Connecticut and qualified according to the expectations of the position. Successful candidates will have a minimum of five years of experience as an administrator and will possess a master's degree or higher in education. In addition, candidates will be asked to demonstrate their ability to ensure high levels of student achievement and learning, ensure high levels of staff achievement through a shared instructional vision that includes skillful instruction, high expectations, collaborative planning and inquiry, and the systematic use of data to guide learning and drive instruction, curriculum, and professional development. Candidates will also be asked about their ability to ensure a positive school culture and community, support daily operations, conduct evaluations in a manner that fosters retention and staff development, lead community engagement efforts, and provide strategic management and development for the school including creating school-wide organizational goals and objectives and collaborating with CPS on strategies to maximize the effectiveness of the school model.

Academic Dean (1 FTE): The Academic Dean position is designed to work closely with the Principal to provide strategic and instructional leadership and to oversee teachers and lead students. The position plays a leadership role in continuing the established climate and further developing the current Capital Prep model. Candidates will possess an appropriate state certification, a master's degree in education, and a minimum of five years of successful teaching experience. Candidates will be asked to demonstrate their knowledge of current educational research and issues and knowledge of state standards. Successful candidates will need to be experienced regarding data driven decision-making, working with a diverse student body and with diverse staff, and must be committed to accountability with the ability to facilitate, coach, and support families and staff.

Dean of Students (1 FTE): The Dean of Students supports both teachers and students to help maintain a safe and supportive school climate in alignment with the Capital Prep model. Qualifications include the possession of a master's degree in education and a minimum of five years of relevant successful experience. Candidates will also be asked to demonstrate their knowledge of current educational research and issues and state standards. They will also need to be experienced regarding data driven decision-making, working with a diverse student body and with diverse staff, and must be committed to accountability with the ability to facilitate, coach, and support families and staff.

Director of Operations (1 FTE): The Director of Operations position oversees all operational functions in partnership with the Principal. The Director of Operations is responsible for all non-academic functions including business operations, finances, and compliance with the charter and all laws and regulations. The Director is responsible for the school's budget, accounting, and financial reporting; enrollment and student

²² The FTE note for each position represents staffing in year five of the charter term.

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records; human resources, payroll, and credential management; meals programs and receipts; physical plant; nursing services; information technology; procurement; security and school safety programs; transportation and student services; regulatory compliance; and relationships with the Bridgeport Public Schools and other sending districts, and CT SDE, the charter authorizer. A bachelor's degree will be required, master's degree preferred along with a minimum of three years in an administrative capacity.

Senior Illuminator ENL/ENL Illuminator (2 FTEs): The ENL Illuminators provide high quality instruction to students who are identified as EL/ML, as well as students who may not be classified as such but would benefit from additional support. A master's degree will be preferred, and a bachelor's degree will be required. The school will seek certified candidates with three to five years of relevant experience.

Social Workers, Counselors & Coordinators (2 FTEs): These positions report to the principals to assist and support the implementation of student support initiatives. Ideal candidates will possess a master's in social work or a related field, appropriate certification, and will have at least two years of experience in a school setting. Candidates will be asked to demonstrate their ability to work with students in a teaching, counseling, or other applicable capacity.

Illuminators (51 FTEs): Illuminators must be committed to teaching and learning that promotes the success of every student. The school will seek to hire candidates with a bachelor's degree (minimally), and a master's degree (preferred), appropriate state certification, and three years of experience. Candidates will be screened for qualifications that include the ability to create a safe and enjoyable educational environment that encompasses the social justice model and that ensures every graduate moves on to attend college, the ability to provide high-quality, individualized instruction and enrichment opportunities for students to ensure on-grade students are challenged and struggling students are supported, and a commitment to their personal growth and development.

Special Education/Inclusion Illuminators (9 FTEs): The school seeks to hire candidates with a bachelor's degree (minimally), and a master's degree (preferred), appropriate state certification, and three years of experience. Candidates will be asked to demonstrate their experience with meticulously tracking and maintaining IEP/504 records, ability to work as part of a Student Assistant Team to identify and support SWDs, ability to analyze data and use results to drive instruction, and ability to deliver high-quality instruction through co-teaching, push-in, and pull-out services.

Junior Illuminators (4 FTEs): The Junior Illuminator position is similar to a Teaching Assistant – they work to support student achievement and build culture within the school. They participate in professional development offerings and learn the culture of the school, which often results in strong candidates for full-time illuminator positions. Interested candidates are supported if they choose to pursue certification. In addition to assisting the classroom illuminator(s) in providing instruction to students, they may perform duties such as monitoring halls and lunchrooms. Qualifications include being a team player, being a life-long learner, and having a bachelor's degree.

c. Discuss how the proposed school will attract, retain, and develop high-quality teachers and school leaders and comply with state requirements regarding teacher certification.

Capital Prep Middletown will be supported by CPS in the execution of a thoughtful and comprehensive approach to attracting, retaining, and developing high-quality teachers and leaders. A Chief Talent Officer will lead recruitment efforts for CPS, assisted by a Talent and HR Manager and HR Generalist/Recruiter. An Executive Director for Professional Learning plans and implements professional learning. As a reminder, an organizational chart for CPS is included in Section II.

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Recruitment Efforts: To attract quality candidates, Capital Prep Middletown will receive support from the CMO. As part of the executed ESA, the school will receive direct support for the hiring and development of quality teachers and leaders. Accordingly, the CMO will provide general human resources support including assisting the Principal and School Leadership Team with the selection and training of the administrative staff of the School, determining staff needs, recommending the adoption of procedures for the hiring, supervision, discipline and termination of personnel and other personnel policies and administrative procedures applicable to the staff, assisting the Board and School Leadership Team in setting compensation levels of the school's staff, and supporting the school in its development and training of administrative staff and consult with the school in the establishment of procedures for hiring substitute staff.

To source candidates for Capital Prep Middletown, CPS will support marketing strategies for the school and use of the digital recruiting tools. Recruitment will broadly use digital/virtual strategies to identify candidates as well as attendance at job fairs and other events. Recruitment will broadly use digital/virtual strategies to identify candidates as well as attendance at job fairs and other events. CPS will leverage Glassdoor/Indeed, LinkedIn, and Facebook to advertise openings. Using social media outlets provides broad reach and helps enhance the Capital Prep employer brand. CPS has leveraged several social media campaigns on LinkedIn and Facebook to highlight why Capital Prep is a great place to teach, and why teachers choose the network. The campaign drove applicants directly to the CPS website. The network's human resources department also used LinkedIn and Indeed to build relationships with passive candidates. The department was able to review candidate profiles, conduct interviews, and develop pipelines for future openings. The team also launched a targeted sign-on incentive campaign on these platforms to inform potential shortage area candidates (math, science, and special education) that they could receive a bonus upon hire. CPS has also established an employee referral program to assist with recruitment efforts of math, science and special education candidates. Employees can receive \$3,000 for each referral of any illuminator. The network has found that referrals from current staff helps build comradery and encourage retention.

Importantly, CPS has also created relationships and partnerships with higher education institutions including Historically Black Colleges and Universities to develop a pipeline of candidates. Dr. Perry has also extensively engaged alongside the NAACP to advocate for efforts to create more opportunities to recruit diverse candidates, such as offering reciprocity for certified teachers from Puerto Rico. Capital Prep has already developed relationships with the University of Puerto Rico – both the Cayey and Mayaguez campuses, and Inter-American San German University. Both schools have strong education and teacher certification programs. Additionally, connections with cultural groups in the United States have been fruitful in identifying recent arrivals from Africa and the Caribbean who may be strong candidates to teach at a Capital Prep school.

Professional Development and Retention Efforts: At Capital Prep, educators are asked to shine light, with the intention of adding clarity, brightness, and visibility, for scholars. Educators are responsible for lighting the way for students on their educational path; therefore, they are called illuminators. This expectation requires working with all scholars, both academically and affectively. In order to do so effectively for Middletown's scholars, ample support will be provided. All staff will participate in intensive year-round professional learning and will receive daily coaching and mentorship from building administrators and CPS staff.

Capital Prep takes an intensive approach to professional development in order to best position instructional staff for success. The network has developed an approach which combines network-wide learning with individualized offerings that directly meet the needs of each specific school site. CPS has an experienced Executive Director of Professional Learning to guide these efforts and oversee illuminator and administrator learning initiatives. Importantly, each building team meets regularly with the Executive

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Director of Professional Learning to review practices and plan for the ever-evolving professional development needs of each individual school. These collaborative efforts are essential to the network's approach to illuminator professional development, which emphasizes the provision of uniform network scheduling and the standardization of the professional learning curriculum for all Capital Prep schools. This reduces the burden on individual building leaders who will not be prepared to guide professional development and learning autonomously. It is important to note, however, that the standardization of the curriculum does not prevent differentiated strategies and personalized support from being provided. Rather, it ensures pivotal topics are consistently addressed through network trainings, while also accounting for individual schools' needs through careful planning. Please see Appendix J which provides samples of professional development planning materials.

On-boarding: The Executive Director of Professional Learning oversees the standardization and on-boarding of staff in all positions. An annual three-day training experience has been created to on-board new hires to the model, with an emphasis on the key design elements, CPREP school culture, and school-wide systems. When hired off-cycle, faculty will spend a day with the Executive Director of Professional Learning to be on-boarded to the Capital Prep model and philosophy.

Weekly PD: Professional learning opportunities will be held each Friday at the school. During these weekly sessions the Principal, Deans, content area Directors of Curriculum, and other CPS administrators will be devoted to helping illuminators develop their personal practice. Sessions will always align with scholar and illuminator needs, informed by timely data analysis, and delivered within the context of the Capital Prep model and instructional strategies. Weekly sessions will support both the academic and affective sides of the program to ensure illuminators develop in both areas, and particular attention will be placed on data analysis and making data actionable. In addition to these Friday sessions, when content area Directors of Curriculum are on site, they will hold sessions with grade level teams to further support illuminators as they implement the curriculum.

Network Days: Throughout the year the CMO will host a series of professional development sessions that include schools across the network. These are referred to as network days. In 2022-23 an emphasis has been placed on trainings grounded in the techniques taught by the *Teach Like a Champion* educators.

HOS Leadership Institute: The network has developed an immersive Head of Schools Leadership Institute where the Executive Director of Professional Learning, Head of Schools (Dr. Perry), and other CPS or industry leaders as appropriate, launch each summer in August to prepare leaders to start the year, followed by weekly sessions held throughout the year. They then provide weekly training to all building leaders, aligned to the Capital Prep model and the SEED evaluation. The result is a standardization of expectations, a creation of shared knowledge, and an opportunity to build a learning community for all leaders. This collaborative experience will allow leaders to come together collectively, in a safe, learner capacity to sharpen their ability to effectively run their respective schools. Leadership will also benefit from comprehensive resources with checklists, communication tips, leadership strategies, and reflection questions to help them stay focused on specific actions for running their school safely, smoothly, and efficiently. Coaching and developing leaders in the aforementioned areas will result in stronger instructional leadership, effective talent management, optimal organizational systems, and an overall positive climate and culture – which ultimately will support illuminator development, coaching, and retention. The scope and sequence for the HOS Institute covers all domains of the leadership evaluation tool and is aligned to the Capital Prep key design elements. (Please see Appendix J for an overview of session topics for the first few months of 2022-23, along with two individual lesson plans that demonstrate how the sessions are structured.)

Mentorship, Coaching, and Individualized Illuminator Plans: Mentorship and coaching are also critical components to the Capital Prep approach to talent development and illuminator retention. Importantly,

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illuminators will benefit from the creation of an Individualized Illuminator Plan (IIP) and personalized coaching from Senior Illuminators as well as building administrators who visit classrooms daily. The IIPs are established between the Principal and illuminators to outline a personalized support strategy to encourage their development and foster their retention. The Senior Illuminator role is an opportunity for expert teachers to mentor and coach others in a non-evaluative manner. Strong peer relationships, such as those created by the Senior Illuminator, are pivotal to providing newer teachers with support and keeping them in the classroom. Staff will also be engaged in collaborative decision-making and will be solicited for feedback on a regular basis. A strong sense of community has been found to be a factor in educator retention efforts.

Finally, Capital Prep's founders believe that feedback is critical for all staff members' success and that this feedback should occur on an ongoing basis. Capital Prep's rigorous approach to professional development and coaching includes having building administrators in classrooms daily. In addition to conducting regular check-ins and providing feedback to instructional staff following these visits, formal observations will be a part of the strategy used to retain and develop talent. Formal observations will be complemented by meaningful coaching and professional learning opportunities that are responsive to individual needs, which are documented in the IIPs. The school's approach to evaluation and feedback will be conducted in alignment with the SEED model for teacher evaluation and development, as described below.

Certification: One area of continued focus for Capital Prep is compliance with teacher certification requirements as a result of the nation-wide teacher shortage. Indeed, finding certified candidates is a challenge facing most public schools today, whether district or charter. For Capital Prep, this is exacerbated by the monumental challenge of finding certified minority candidates in Connecticut coupled with an absolute commitment to providing a diverse faculty. This has been the greatest obstacle to the Capital Prep Harbor's hiring. As a minority-led charter organization, Capital Prep deeply understands the research reflecting the importance of having faculty who reflect the scholars served. This concern is shared by Connecticut's leaders, as evidenced by the CT Minority Teacher Recruitment and Retention efforts, committees, and legislation. In 2021-22, the SDE's data on students and educators of color shows that Capital Prep Harbor had a workforce that was 52.2 percent educators of color, which greatly exceeds the state as a whole (10.6 percent) and other large districts including Bridgeport, Hartford, and New Haven, all of which hover below 30 percent.

Capital Prep Harbor currently is operating under a Corrective Action Plan for certification compliance; however, it is critical to note that prior to the COVID crisis, **the school had achieved 100 percent compliance**. This clearly demonstrates that with the diligent execution of effective strategies to recruit certified teachers and support candidates as they obtain certification, compliance is possible. The location of the new school in Middletown, with its proximity to Hartford where the magnet school operated for many years and being Dr. Perry's hometown, has resulted in many relationships that can be leveraged to recruit certified staff. The new school will also benefit from the lessons learned in Bridgeport. The founding team has every confidence that while it will be a challenge, certification compliance is possible, and the school and network will strive to meet this goal.

In general, certified candidates will be granted a phone interview, and whenever possible, certified candidates will be advanced for final appointments to open positions. Upon being extended an employment offer, certified candidates will agree to maintain their certification as a condition of employment. When uncertified candidates are extended an offer, their condition of employment will be to be authorized to teach in the state of Connecticut as a long-term substitute, under a DSAP, under a REC, by CSEP, or other permit/authorization. The school will then require and support such hires to obtain certification and show regular progress toward meeting this goal with specific progress deadlines. There will also be a salary incentive for certification. The CMO will create an Individual Certification Plan to

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support their efforts. Both initial and long-term steps are outlined in these plans which include past actions and next steps. There is an out-of-state component to consider as well, as candidates may be eligible to obtain reciprocity. CPS will help navigate the certification process and will help identify graduate programs that may meet a candidate's needs. The network has established relationships that include programs that are convenient for working professionals such as the RELAY Graduate School of Education; Capital Prep pays for staff to participate. Also of note, the Capital Prep structure includes Junior Illuminators (as noted above, they are similar to teaching assistants) who work alongside illuminators to support students. Junior Illuminators participate in professional development, learn the model, and gain practical experience. CPS supports faculty members who are interested in developing individual plans and completing their journey to obtain certification. This approach provides an additional pipeline to developing illuminators who are intimately familiar with the Capital Prep model and Learner Expectations, are fully committed to the mission and vision, and understand internal systems and routines.

As noted above, Capital Prep intentionally hires staff with diverse backgrounds. This important goal is constantly being balanced with the need to ensure compliance with certification expectations. The challenge is complicated by depleted teacher education programs and the "Great Resignation" that the nation has seen since the worst days of the Covid-19 pandemic. To rise to this challenge, Capital Prep has been exploring innovative approaches to identify strong candidates for under-staffed positions. As discussed above, the network is relationship-building in Puerto Rico and partners with colleges that have certification programs and to identify teachers who will relocate to the northeast to teach. This effort grew out of the recognition that not enough teachers exist in local teachers' colleges and that there are simply not enough certified candidates to meet the needs of schools at this moment. CPS has formed relationships with the University of Puerto Rico - Mayaguez campus, University of Puerto Rico - Cayey campus, and Inter-American San German University to help recruit graduating students and alumni. These campuses were selected because they have great education programs and teacher certification programs. In the months to come, CPS will meet both in-person and online with additional schools and groups to continue to identify diverse candidates who may be interested in teaching in Connecticut.

d. Describe procedures to document efforts to increase the racial and ethnic diversity of staff.

This is a priority area for the CMO, which focuses on the hiring of Black and Indigenous People of Color to allow students to see themselves represented among their illuminators. Hiring will be based on qualifications and competencies, as well as mission-alignment, in a manner consistent with equal opportunity requirements. While qualified candidates will be hired, the network and school will be mindful of staff diversity. Hiring teachers of color has been shown to have positive impacts on outcomes for students of color, and also has benefits for all students who are being prepared to navigate life after high school as members of a diverse society.²³ At a minimum, the process for recruitment and hiring will be evaluated annually for diversity, including both whether the process leads to a diverse set of candidates as well as the overall staff composition. The CMO will remain mindful of the current strategies that lead to strong outcomes in terms of diversity and data will be tracked. These efforts will be led by CPS's Chief Talent Officer, who oversees a department dedicated to sourcing and supporting talent.

e. Describe human resource policies governing salaries and fringe benefits, personnel contracts, and affirmative action and benefit packages.

²³ Edutopia (June 26, 2020). Why Teachers of Color Matter for Students of Color to Succeed. Accessible online: <https://www.edutopia.org/video/why-teachers-color-matter-students-color-succeed>; also, Strauss, Valerie (August 29, 2020). Why Black teachers matter to Black and White Kids. The Washington Post. Accessible online: <https://www.washingtonpost.com/education/2020/08/29/why-black-teachers-matter-black-white-kids-book-excerpt/>

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The school will implement the successful human resource policies that govern Capital Prep Harbor. Please see Appendix K for additional details.

Contracts: Employment will be “at will.” Offer letters and contracts will outline any conditions of employment, and employees will receive the Employee Handbook and details of plan information for all benefits offered. Both parties will be able to sever the relationship with or without cause.

Salaries and Benefits: Most employees, including illuminators, junior illuminators, and operations staff, will be twelve-month employees with a year that runs July 1 to June 30. Several factors will influence their rate of pay including internal and external equity considerations and the nature and scope of the job. Employees will be paid semi-monthly with pay pro-rated for any employee who does not complete the full year. Payroll deductions will be limited to those required by law or authorized in writing by the employee. Health and welfare benefits will be provided to eligible employees dependent upon a variety of factors, including employee classification. In general, all full-time employees will be eligible to receive benefits the 1st of the month after their start date. Benefits will comply with state laws and will include (but are not limited to) health and dental insurance, vision, life insurance, retirement plan, worker’s compensation, unemployment insurance, paid holidays, and paid personal and sick time off. Per state law, any illuminator working more than 50 percent of the time, holding a position that requires certification and possessing the appropriate certification for the position held, shall be a member in the Connecticut Teachers’ Retirement Board system. All full-time, salaried employees will be offered a retirement plan.

Affirmative Action: The school will be an equal opportunity/affirmative action employer. An equal employment opportunity will exist for all applicants and employees without regard to unlawful considerations of race, color, national origin, religion, gender, marital status, sexual orientation, age, or disability as defined by law or any other legally protected basis. Reasonable accommodations will be offered to disabled employees. Strong anti-harassment and anti-discrimination policies will be enforced.

- f. Discuss how the proposed school will evaluate and support teachers and administrators. Explain how the school will implement the Connecticut Guidelines for Educator Evaluation by: (1) indicating that the governing council intends to adopt the System for Educator Evaluation and Development (SEED) model for teacher and administrator evaluation and development; or (2) describing an alternative method for teacher and administrator evaluation and development that meets the “Core Requirements” outlined in the Connecticut Guidelines for Educator Evaluation.**

Capital Prep Middletown will implement SEED. Capital Prep Harbor has already adopted this system, and it has provided the foundation for the approach to evaluation, support, and development for the network’s New York schools as well. The Assistant Superintendent, Dr. Ayanna Carter, has an appropriate certification to conduct evaluations under SEED. Additionally, the Principal and Academic Dean will be credentialed accordingly. The four components of the SEED model align directly to Capital Prep’s educational philosophy and values; these include the emphasis of growth over time, the promotion of professional judgment and consistency, the fostering of dialogue about student learning, and the alignment of professional learning, coaching, and feedback to support growth.²⁴

Evaluation: Per the SEED framework, as adopted in the network’s Educator and Administrator Evaluation and Support Plan, illuminator evaluation will consist of multiple measures in alignment with these four components grouped into two categories: teacher practice and student outcomes. Scores will be combined to produce a summative rating of exemplary, proficient, developing, and below standard.

²⁴ <https://portal.ct.gov/SDE/Evaluation-and-Support/SEED-Model>

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Teacher Practice Related Indicators: An evaluation of the core instructional practices and skills that positively affect student learning. This has two components: 1) Observation of Teacher Performance and Practice (40%) as defined within the CCT Rubric for Effective Teaching 2014 which articulates four domains and 12 indicators. 2) Parent Feedback (10%) on teacher practice through surveys.

Student Outcomes Related Indicators: An evaluation of teachers' contributions to student academic progress at the school and classroom level. This has two components: 1) Student Growth and Development (45%) as determined by the teacher's Student Learning Objectives and Indicators of Academic Growth and Development. 2) Whole-School Measures of Student Learning (5%) as determined by aggregate student learning indicators or student feedback.

The process will vary based on the experience of the illuminator, but for the first- and second-year illuminators it will include three conferences at the beginning, middle, and end of the year to accommodate orientation and goal setting, review and mid-year performance, and a teacher self-assessment and final scoring at the end of the year. Please note, the approach to administrative evaluation is also adopted from Connecticut's SEED framework and was discussed in Section II (d) (f).

Support: Capital Prep agrees with the SEED philosophy that evaluation alone is not sufficient to improve practice. Rather, evaluation must be accompanied by clear and helpful feedback and timely support. Pre- and post-observation conferences that are timely and include both verbal and written feedback are critical to facilitating this process. To support professional development and learning, the CMO has created a department dedicated to professional learning. Together with school-based staff, illuminators and administrators of Capital Prep Middletown will be provided strategically planned, rigorous, and research-based professional learning opportunities at the network, school, and personal level. The CMO's Executive Director of Professional Learning will work closely with the administration to plan and deliver a variety of sessions to provide resources and rigorous PD each Friday at the school. The CPS team will also organize and implement network-wide PD days throughout the year. The Individual Illuminator Plan is another critical way to ensure each teacher has an opportunity to document goals and dialogue with supervisors regarding ways to grow and develop. The mentorship offered by Senior Illuminators is another strategy used to support and coach staff. If an illuminator is struggling, defined as being rated "developing" or "below standard," the next step will be to develop a personalized improvement or remediation plan and provide additional support in increasingly rigorous stages.

7. Child Day Care Services

Please note: This section is required, but not subject to scoring.

Indicate if child day care services will be provided (i.e., preschool and/or before and after school services to children). If yes, please indicate the age range of the children the proposed school would serve in the program(s).

Childcare services will not be provided.

8. Student Health and Welfare

Please note: This section is required, but not subject to scoring.

Describe the proposed school's plan for the provision of the following services to students: school nurse, C.G.S. § 10-212; vision and hearing screening, C.G.S. § 10-214; immunization requirements, C.G.S. § 10-204a; and mandatory health assessments, C.G.S. §§ 10-206 and 10-206a.

Capital Prep Middletown will have a full-time registered nurse on staff. The health office will maintain a cumulative health file on all scholars, including notations of past illnesses, results of vision screenings, physical examinations, immunizations, and any health information provided by the parent which the school may need. As Capital Prep scholars are required to participate on two athletic teams per year, they

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are required to have an updated physical yearly. The nurse will work diligently with all families to ensure this requirement is met. Vision and hearing screening will also be tracked by the nurse to ensure they are updated as required. Evidence of immunization will be required before a scholar is permitted to attend the school, and will include protection against diphtheria, pertussis, measles, tetanus, rubella, mumps, poliomyelitis, and hepatitis B.

Parents of scholars who require daily or special medications in school must contact and inform the nurse. Authorization for the Administration of Medication by School forms will be available from the health office and must be completed by the doctor and signed by the parent. Scholars will not be allowed to carry bottles of medication in school and will not be allowed to take medications without a doctor's order and parental permission on file in the health office. In cases in which a scholar needs to self-administer medication such as an inhaler, a form must be completed by a physician stating the medication, strength, prescribed dosage and duration of time and parents will need to sign the form to indicate their approval/permission. Both the medication and the appropriately completed forms will be submitted to the health office and kept in a secure place.

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1. Building Options

a. Describe present options for a school building, including location, capacity and timeline for identifying and acquiring the facility.

Capital Prep has extensive organizational capacity and experience when it comes to identifying acceptable options and executing plans to acquire suitable facilities. The founding team and CPS are prepared to move swiftly within the timeframe allotted between approval, funding, and the school's opening date to ensure a smooth launch – a timeframe that the founders have little control over. While not ideal, and certainly never planned for, the network has successfully acquired and opened schools on a very tight timeframe. For example, when Capital Prep Harbor was launched, the school was approved in February, funded in June, and the doors opened in August of the same calendar year. As an experienced charter operator, Capital Prep is well aware that there may be uncertainty around school funding even after initial charter certification. Therefore, the facilities options and timelines discussed below represent an ideal situation, but rest assured the team will do whatever is necessary to secure a facility and get the school open even under the most pressing of circumstances. Middletown is one of the largest cities in the state, and it truly is massive in terms of space – there are many existing structures and open spaces that could become the future home of Capital Prep Middletown. By leveraging community partnerships, individual relationships, and the experience of the operations staff, facilities will not become a barrier to opening the new school.

The founding team has identified two options that at this time are considered the most practical for the school's permanent location. The first is the former site of the CT Juvenile Training School (CJTS), which recently has been a topic of discussion among many in the state after a task force suggested it should be reopened.¹ The CJTS operated from 2001 to 2018 as a correctional facility and school for male youths ages 12 to 17; the facility was always the subject of criticism and controversy, and it is still unused today. The CJTS site has multiple facilities including a school, athletic complex, and buildings formerly used as dorms. The location is very close to Middlesex Community College and has ample existing infrastructure that would require repairs and updates but not new construction. Should the complex remain unused by the state and therefore still be available when the school is approved, Capital Prep would seek a long-term lease. DCF Commissioner Vanessa Dorantes is a supporter of Capital Prep Middletown and is the parent of former Capital Prep students. Initial conversations about the school securing permission to redevelop and reuse the CJTS have begun with Commissioner Dorantes, and she will be instrumental in facilitating further efforts should Capital Prep Middletown be approved and funded.

The second location of interest is a large open space between two churches, the Cross Street AME Zion Church and Shiloh Missionary Baptist Church. The land is jointly owned, with each church currently controlling a portion. If this becomes the preferred location, Capital Prep will seek to purchase a portion of the 20-30 acres of land, which will require two separate transactions (one with each church). The boundaries are West Street, Wadsworth, Butternut, and Long Lane. This location would require new construction, in which case the school likely would need to utilize short-term incubation space for the first year or two of operations. The acreage is substantial and would easily accommodate the school itself as well as athletic fields and complexes and parking. It is conveniently located within walking distance to multiple public housing complexes and would be the only K-12 school in the neighborhood. The founding team includes the leaders of both churches, Reverend Harvill and Bishop Cotton, Sr., both of whom have expressed a willingness to sell some of their acreage to Capital Prep for the purposes of constructing a school complex.

¹ Keating, C. (2022, February 9). *Connecticut officials call for reopening controversial juvenile prison in Middletown*. Hartford Courant. Retrieved October 28, 2022, from <https://www.courant.com/politics/hc-pol-judicial-reopen-juvenile-prison-20220209-33heye7klfgm3ednehe4y6yt5a-story.html>

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Additionally, Capital Prep is in contact with a local developer and realtor named Peter Harding, who has helped identify a number of locations that could serve as incubation space or as a longer-term home for various configurations of the K-12 school, such as identifying options to serve K-5 and 6-12 in separate spaces if necessary. For example, the former St. John's school located on the north end of Main Street near the Portland bridge is currently empty. Multiple other facilities are also available within the 30,000 square foot range.

The timeline for identifying and acquiring the initial facility depends upon initial certification and funding approval. Should both be secured by June 2023, Capital Prep would execute an initial lease agreement within 60 days and would start any necessary repairs or renovations immediately. Additional details regarding the anticipated timelines are outlined below in (b). The effort will be led by CPS's Director of Facilities, Jennifer Jordan, in collaboration with the CPS leadership team and the Principal. Ms. Jordan has over 15 years of combined experience in both the corporate and commercial sectors of Facilities Management. In addition, she has nine years of experience in managing large-scale construction projects, while boosting efficacy and productivity. Her core competencies include Project Management, Contract Negotiation, Life Safety, Access Control, Process Improvement, Executive Event Planning, Space Management, Capital Improvements and Fleet Management. Ms. Jordan and the CPS leadership team excel at balancing multiple tasks within deadline driven environments while producing top level organization and communication skills.

b. Explain why this facility would be suitable for the proposed school, including any plans and associated timelines to renovate and bring the facility into compliance with all applicable school building codes.

The founding team intends to secure between 75,000 and 100,000 square feet at full scale. The school also will need athletic fields, parking, and some open space. The network's experience for the facility is that there should be approximately 20-25 square feet per person, with each classroom able to accommodate 25-27 people, including scholars and the illuminator, which equates to about 500-535 square feet. If at all possible, and again contingent upon charter approval and funding, a minimum 15-month timeline will be followed for new construction. New construction will be necessary if the location between Shiloh Baptist and Cross Street AME is chosen, which will be a buy and build situation. The timeline will ideally include completion in May of the year the school will move in, which then allows for three months for the staff, families, and communities time to conduct walkthroughs, fully test the premises, and become comfortable in the space. The choice of a new construction project will likely require the school to use temporary incubation space for a year or two. For an August 2024 opening, the incubation space lease will be secured by August 2023 with repairs and renovations completed as soon as possible. If using the former CJTS, the school will be reclaiming and reusing a controversial site that was often criticized for operating more like a prison than an educational facility aimed at rehabilitation and healing for troubled youth. The complex includes 32 acres of land in a campus-style design with six buildings arranged around a central courtyard. This property is more turnkey, as a school building already has been constructed (one that was considered state-of-the-art at the time) and thus is the founding team's preferred location at this time. Plans for this option include lease approval by August of 2023 and time for renovations and repairs, with compliance certifications obtained 90 days prior to opening. This timeframe also will allow staff, families, and the community ample time to walk through and inspect and test the premises and provide feedback, which is important to Capital Prep as a community-based organization.

2. Financial Plan

a. Present a pre-opening budget statement detailing estimated start-up activities that are not reflected in the projected five-year budget statement. To provide a full understanding of the

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statement, please include a budget narrative explaining the projected amounts reported in the budget by line item and by year.

Please see the Pre-opening Budget Statement in the Financial Plan workbook (Appendix L), which details revenues and expenses anticipated to support the start-up phase. Included are detailed line descriptions to help provide a full understanding of start-up costs prior to operating year one, which serves as a narrative for the pre-opening period.

- b. Present a projected five-year budget statement detailing the estimated financial activity of the proposed school for the first five years of operation. The statement should contain all commitments proposed in the application. To provide a full understanding of the statement, please include a budget narrative explaining the projected amounts reported in the budget by line item and by year.**

The projected budget statement detailing the estimated financial activity of the school for the first five years of operation can be found within Appendix L. Please specifically reference the Five-Year Budget worksheets. The five-year budget includes detailed descriptions corresponding with each line item in the budget by year to provide a full picture of the financial commitments being made with this charter school proposal.

- c. Present a projected cash flow statement for three years of operation to show the estimated movement of funds in and out of the proposed school. The statement must include a plan for funding cash flow shortfalls. The statement should indicate an understanding of when grant funds will be available.**

The Financial Plan includes a projection of cash flow to demonstrate the estimated movement of funds in and out of the proposed school. Please specifically reference the Cash Flow worksheets.

- d. Present a schedule of borrowings and repayments. Please identify any estimated funds borrowed (loans, notes, mortgages, etc.), including the source of the funds, repayment schedule, and purpose of the borrowing. The schedule of borrowings and repayments should be aligned to the pre-opening budget, projected five-year budget, and cash flow statement.**

The school does not anticipate borrowing funds.

- e. Explain the structure for managing the proposed school's finances; please include any fiscal staff positions, required qualifications, and job duties.**

The school will be supported in the area of financial management by CPS as part of the Educational Services Agreement. In accordance with the fully executed Fiscal Policies and Procedures, which will be modeled upon those used at Capital Prep Harbor, the following individuals and entities will be responsible for financial management and fiscal health:

Board of Directors	CPS Network - Executive Director of Network Operations
Board Chair	Assistant Superintendent for School Leadership (CT)
Board Treasurer	Principal
CPS Network - Head of Schools	Director of Operations
CPS Network - Chief Financial Officer	Office Manager(s)
CPS Network - Controller	CPS and School Based Finance Teams

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The lines of authority and duties to facilitate strong financial management and oversight by the Board, leadership team, and CPS includes the following:

Board of Directors:

- Review and approve fiscal policies annually
- Hire Head of Schools/Principals for each entity or school
- Approve annual budgets
- Hire auditors and review annual audited financial statements and IRS information returns (IRS Form 990)
- Review monthly (charter school) or quarterly (CPS) financial reports
- Address any specific requirements of the authorizers

The qualifications and expectations for Board membership are found in Section II (2). The Treasurer will be the principal financial officer and will ensure this is a strong and correct accounting of the school's property and business transactions. The Treasurer will have expertise in finance, accounting, budgeting, or a related field.

Chief Financial Officer (CFO)

- Prepare annual budgets
- Approve expenses in accordance with approved budget
- Review monthly budget to actual (forecast) reports
- Review monthly financial statements
- Present executive summary of financial statements to Board(s)
- Manage the finance team

The CFO minimally must hold a bachelor's degree in finance or related area, advanced degree preferred, active 085 Connecticut state certification, and extensive work experience of ten or more years of successful financial management and leadership experience.

CPS Finance Team employees

- Process payroll
- Process invoices for payment
- Process receivables
- Prepare and post accounting transactions
- Prepare monthly budget to actual (forecast) reports
- Prepare annual budgets
- Document and adhere to fiscal policies & procedures
- Ensure compliance with requirements of all external parties
- Manage annual financial statement audits and 990 preparations

Assistant Superintendent for School Leadership and Principal

- Provide input into annual budget
- Approve purchase orders
- Approve all expenses for payment
- Hire all school-based staff

The qualifications and expectations of the school Principal are found in Section II (3) (b). The qualifications and expectations of the Assistant Superintendent include holding active 093 certification

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and demonstrating core competencies in leadership, organizational management, policy and law, political influence and governance, communication, community relations, curriculum planning and development, instructional management, talent management, value and ethics of leadership, and safety and security.

Operations personnel at CPS organization level and at the school

- CPS finance/operations personnel - work with school-based personnel on all fiscal matters
- School-based operation personnel
 - Participate in preparation of annual budget
 - Manage annual budget throughout the fiscal year (review monthly budget to actuals – forecast report)
 - Process payroll
 - Process invoices for payment
 - Retain documentation as required

f. Describe the fiscal controls and financial management policies the governing council will employ to provide oversight of the proposed school's financial position. Please be sure to describe a sound financial management system utilizing Generally Accepted Accounting Principles (GAAP), with adequate systems of internal controls. Also, please describe how the school will track finances in its daily business operations.

Capital Prep Middletown will operate in accordance with a strong Fiscal Policies and Procedures manual, which will be adopted by the Board once the school is chartered. These policies and procedures currently are used by the network's existing schools and have proven to be very effective. In accordance with the policies and procedures, the Middletown Board will ensure adequate fiscal controls and sound financial management policies are implemented by the school and will provide oversight and accountability for the use of school funds.

INTERNAL CONTROL STRUCTURE

The internal control structure is composed of the following basic elements: (1) the control environment; (2) the accounting system; (3) control procedures; and (4) the accounting cycle.

Internal Control Environment: By implementing internal controls, the Organization establishes the importance of enforcing and maintaining accountability, transparency, and accuracy in its day-to-day financial transactions. Factors that impact the internal control environment can include Organization management and Board philosophy; Organization structure; assignment of authority and responsibility; methods of management and control; personnel policies and practices; and external influences such as significant donor expectations.

Accounting System: The Organization has implemented an accounting system consisting of processes and documentation used to identify, compile, classify, record and report accounting transactions. These processes are established to: (1) identify and record all of the Organization's fiscal transactions, (2) describe the transactions adequately to allow proper classification for fiscal reporting, and (3) specify the time period in which transactions occurred in order to record them in the accounting period.

Internal Control Procedures: The Organization has adopted a number of internal financial controls. These procedures are established to strengthen the Organization's internal control structures in order to safeguard the Organization's assets.

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Accounting Cycle: The accounting cycle is designed to accurately process, record, summarize, and report transactions of CPS entities. The entities will maintain accounting records and related financial reports on the accrual basis of accounting.

The school's internal financial controls and procedures will consist of the following, in accordance with Board approved Fiscal Policies and Procedures.

Banking and Authorized Signers: The Board(s) of Trustees shall authorize the opening of all bank accounts, usually by approving a resolution provided to the bank. Bank accounts will include checking and may include savings, capital, escrow, or others as required by third parties, or as necessary to efficiently manage cash transactions. The only individuals who are authorized to open bank accounts are the Board Chair, Treasurer, and CPS Head of Schools or designee via Board approved resolution(s). The only individuals who will be approved to be authorized signers for the bank accounts of the school are the Board Chair, Treasurer, Secretary, Assistant Superintendent for School Leadership, or Principal.

Checks and electronic payments (wires or ACH) equal to or in excess of \$20,000 will require two approvals from the list of authorized signers. One of the two approvals must be provided by the Treasurer or another member of the Board's Finance Committee.

Segregation of Duties: The financial duties of entities are distributed among multiple people to help ensure protection from fraud and error. The distribution of duties seeks to maximize protection of the organization's assets while considering efficiency of operations. When due to limited resources all activity that should be segregated is not fully segregated, a review and approval process by another individual is in place. The accounting activities that require segregation of duties are as follows:

Revenue invoicing and recognition; cash receipts; deposits; charitable gifts recordkeeping; bank reconciliations; payroll processing; payroll accounting; purchasing and procurement; invoice approval and processing; cash disbursements/accounts payable, including expense reimbursements and credit card programs; journal vouchers; intercompany/related party transactions; fixed asset capitalization; debt management; and retirement accounts processing.

Physical Security: The school will maintain physical security of its assets to ensure that only those who are authorized have physical or indirect access to money, securities, real estate and other valuable property.

Records Retention: All confidential paper records shall be maintained in locked facilities on the premises. The school will have an established Disaster Recovery Policy and established minimal requirements for records retention.

Related Party Transactions: Not-for-profit organizations are viewed as related parties to other not-for-profit organizations if one has an economic interest in another combined with control through means other than controlling financial interest or ownership, or through majority voting interest of the board. Related parties exist between and among the entities because one or more of these entities has the direct or indirect ability to determine the direction or management and policies through contract or affiliation agreement. Economic interest exists because one entity holds or utilizes significant resources that must be used for the restricted or unrestricted purposes of another entity, either directly or indirectly by producing income or providing services. The school will have an ESA with CPS that describes services and fees. Other activities engaged in between or among schools and CPS may include, but are not limited to:

Bulk or group purchasing of goods or services shared by CPS with the schools which are invoiced to the charters as incidental expenses; private philanthropy to supplement public funding raised on behalf of

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charters by written agreement between CPS and the donor or raised directly for the one or more schools in a charter; shared costs of personnel such as those who may provide services to multiple schools; credit card (P-card) expenses.

Intercompany assets and liabilities among and between all entities will be reconciled once per month.

ACCOUNTING ACTIVITIES

Basis of Accounting: The accrual basis of accounting will be used during the fiscal year – July 1st through June 30th.

Journal Entries: Journal entries will be approved by the Chief Financial Officer across all entities and posted monthly, or more frequently as required, and prior to the performance of month-end or year-end closing procedures. Journal entries will be posted for the following types of transactions:

Reclassifications of revenue and/or expenses to correct errors in the assignment of general ledger Accounts; recording of payroll transactions to the general ledgers; credit card and expense reimbursement allocations; prepaid expenses or revenue allocations; intercompany transactions among and between all entities.

Bank Reconciliations: All bank statements will be downloaded from the bank websites and reviewed in a timely manner. Bank reconciliations will be completed by the 20th calendar day of each subsequent month, unless the 20th falls on a weekend or a holiday when the bank reconciliations are completed by the next business day. Bank reconciliations and bank statements, including images, are reviewed and approved by the Chief Financial Officer across all entities. All outstanding checks dated equal to or greater than 120 days from the end of a calendar month will be reviewed. A member of the finance team will review the uncashed checks and will consult with the Director of Operations, Director of Finance, or Chief Financial Officer, as necessary before the finance team member contacts the vendor to confirm that the check should be voided and reissued, or another course of action should be taken.

All checks not sent to vendors, or returned from vendors, will be returned to the finance team. Checks will be marked VOID across the signature line. Under no circumstances will uncashed checks be shredded or disposed. Written notification should be received from a vendor before any uncashed checks dated more than three years are voided and not replaced.

Monthly Close: The books will be closed no later than the 30th day of a subsequent month with the exception of year-end closing which shall occur no later than the 60th day after year-end. A monthly close shall include the following activities:

Bank reconciliations; statement of activity review, adjustments and accruals; balance sheet review and adjustments; forecasts (budget to actual reports) and reclassifications; and preparation of Financial Reports for Leadership and Board.

FINANCIAL PLANNING AND REPORTING

Financial Statement Preparation: The financial statements will be prepared in accordance with Generally Accepted Accounting Principles (GAAP) following the recommendations of the Financial Accounting Standards Board (FASB) No. 117, “Financial Statements of Not-for-Profit Organizations.” Under GAAP, revenue is classified based on the existence or absence of donor-imposed restrictions. Accordingly, net assets will be classified as unrestricted, temporarily restricted or permanently restricted.

SECTION IV: SCHOOL VIABILITY

Internal Financial Reports: School level financial reports will be prepared on a monthly basis. CPS financial reports are prepared on a quarterly basis. School-level reports will be shared with Superintendent, Principals and Director of Operations presented to the Board at their regularly recurring meetings.

Audits: The school will be subject to an annual audit by an independent certified public accountant.

REVENUE AND ACCOUNTS RECEIVABLE

Revenue Recognition: Capital Prep Middletown will carefully manage revenue and accounts receivable, starting with invoicing. All revenue will be recorded in accordance with GAAP. Revenue will be recorded as pledged or received in accordance with FASB pronouncements and must be credited to the appropriate revenue general ledger accounts to align with the approved annual budgets.

Cash Receipts: Electronic direct deposits will be identified daily when changes in cash balances in bank accounts from the day before are reviewed. Amounts will be verified against invoices or other available resources such as government websites.

Deposits: All checks must be stamped immediately in the designated endorsement area with “For Deposit Only” by a member of the finance team or school Director of Operations. All deposits will be stored in a secured locked location until deposited. Deposits are to be completed on a daily basis. Copies of all checks, receipts and deposit slips will be submitted to the CPS finance department on a weekly basis for recording in the accounting system.

Please also note that cash in all bank accounts will be reviewed daily. For additional details regarding the school’s approach to financial management, including topics such as expenditures and disbursements and asset management, please reference the draft Fiscal Policies and Procedures found in Appendix M, which addresses financial management for each of the network’s schools in both states. This policy will be presented to the Capital Preparatory Middletown Charter School Board for adoption.

3. Self-Evaluation and Accountability

- a. **Describe the proposed school’s self-assessment or evaluation system to ensure that it is: (1) demonstrating educational progress of students; (2) meeting its stated mission and goals; (3) making sufficient efforts to attract, enroll and retain students from among the populations described in C.G.S. § 10-66bb(c)(A)(i) to (A)(vi); and (4) making efforts to reduce racial, ethnic, and/or economic isolation.**

There are multiple levels of self-evaluation and accountability worked into the Capital Prep approach and organizational structure. The self-evaluation systems that will be implemented include school-level reviews conducted by CPS, monthly reviews of data by the Board of Directors, and an annual evaluation of CPS conducted by the Board.

School Evaluation by CPS: CPS has developed a comprehensive approach to school evaluation that directly aligns with the accountability expectations of the Connecticut State Department of Education and State Board of Education. Using a suite of tools, the CPS leadership team and building administrators will monitor the school’s progress against renewal standards using academic data dashboards and observation checklists that examine every facet of the program as established in the charter agreement. An evaluation under this system includes a series of visits that are conducted throughout the school year to evaluate with the following specific focal points, which capture the priorities of student achievement, meeting the

SECTION IV: SCHOOL VIABILITY

mission and goals, enrolling and retaining a diverse student body, and reducing racial, ethnic and/or economic isolation.

Visit 1: Classroom Expectations – Performance indicators focus on school culture and climate, instruction, and full implementation of the academic program.

Visit 2: State Test Accountability (SBAC, NGSS, SAT, AP) – Performance indicators focus on student achievement, growth, and gap closure.

Visit 3: Academics and Instruction – Performance indicators focus on student achievement, growth, and gap closure, mission-specific goals, implementation of the academic program, and support for special populations.

Visit 4: Social Justice Project and Student Led Conferences Progress Monitoring and Planning – Performance indicators focus on the metrics required to successfully implement these mission-specific features of the model.

Visit 5: School Culture and Climate Part 1 – Performance indicators focus on culture and climate indicators such as the average daily attendance, the chronic absenteeism rate, effective behavior management, and low frequency of suspensions. The positivity and welcoming nature of the learning environment and high expectations are also examined.

Visit 6: Scholar Population (recruitment, enrollment, and retention) – Performance indicators focus on data regarding the recruitment and enrollment process, wait lists and enrollment data, demographic representation including strong efforts to attract, enroll, and retain special populations and at-risk students, and parent/community support metrics.

Visit 7: Affective Services Review (SLC, Advisory, Sports Programming) – Performance indicators review established goals with an emphasis on quantitative data to substantiate progress toward achieving success in the Affective Domain.

Visit 8: School Culture and Climate Part 2 – Performance indicators include those reviewed in visit 5, with an emphasis on survey results, attendance rates as reported to the state, and discipline data.

After each visit the results from data submission spreadsheets and observation checklists are compiled and the results are shared in a debriefing session designed to support continuous improvement.

Monthly Monitoring by the Board of Directors: At the governance level, a data dashboard and rubrics of key performance indicators such as student enrollment, academic performance, discipline, operations, and finance have been developed and deployed to support accountability and oversight for Capital Prep Harbor, and a similar approach will be used by the Middletown Board. Each month, the Board will receive updates on these indicators from leaders and CPS staff via both written and verbal reports. Data related to student achievement, discipline, and enrollment and retention will be disaggregated by subgroup to help support decision making and resource allocation. The dashboard will align with the State Department of Education's accountability expectations and charter school renewal standards. CPS will also provide at least quarterly written reports to the Board to assist with monitoring and oversight and will be responsive when additional information is requested.

Board of Directors Evaluation of CPS: The Board will evaluate the CMO annually. The criteria used will include metrics focused on the provision of support in the following areas in accordance with the ESA: education and instruction related services, business operations, marketing and fundraising,

SECTION IV: SCHOOL VIABILITY

compliance and performance, facilities, human resources, budgeting and financial services, and financial reporting. This process will allow the Board to evaluate the support provided by CPS as part of its overall efforts to oversee the school and hold it accountable for student academic progress and achievement. This process will also help the Board as stewards of the mission and vision, including progress against mission-specific goals. A draft copy of the CMO evaluation tool has been submitted as part of the proposed Educational Services Agreement for Capital Prep Middletown (please see Appendix E).

Board of Directors Self-Assessment: The Board will conduct a thoughtful self-assessment once annually. Each member of the Board will utilize a self-evaluation tool that is aligned to charter school governance best practices and charter school accountability standards. Specifically, each member will reflect on topics such as leadership roles and communication practices, the composition of the Board and expertise of members, the strength and roles of committees, the implementation of well-run meetings focused on school performance and accessible to stakeholders, fundraising efforts, and the efficacy of the Board's overall governance practices. The results will be compiled, discussed, and used to guide discussion and support decision-making.

b. Present a clear plan to share student learning practices and experiences with the local or regional board of education of the town in which the proposed school is to be located.

The founders of Capital Prep Middletown intend on having a collaborative and professional relationship with the Board of Education. In this spirit, the founding team includes and has engaged multiple members of the Board and current Board of Education employees. Upon the proposed school being approved the founding team will seek to establish regular meetings with the Middletown Board of Education and/or district employees to identify opportunities to collaborate and share best practices. The founding team has ideas for such collaboration that include encouraging regular walk-throughs of both the new charter school and the district's operating schools to promote dialogue, share best practices, and establish strong communication practices and the timely sharing of information regarding students' needs (including records related to students identified as having disabilities as well as other records). In addition, the founding team will engage a representative of the Board of Education to serve as a Director on the Board. The founding team also is open to the idea of identifying and executing service-learning projects in partnership with the district to support the broader Middletown community. Capital Prep schools have a history of sharing best practices with others, including the Connecticut State Department of Education, who has on occasion requested the Harbor team provide professional development presentations to educators from across the state. This spirit of collaboration will extend to the Middletown community.

4. Timetable

Provide a detailed timetable of projected activities and dates leading to the opening of the proposed school. The timetable should include, at least, activities related to community outreach, student enrollment, curriculum development, recruiting and hiring high-quality teachers and leaders, and building acquisition.

Capital Prep Middletown is proposed to open in August 2024. The following projected activities and dates are being used to guide the founding team as they work toward a successful opening should the charter application be approved, and the school funded.

SECTION IV: SCHOOL VIABILITY

Project Activity	Timeframe	Comments*
Stakeholder/Community Outreach	Summer 2022-ongoing	Community outreach will remain an ongoing priority. These activities include meeting with local non-profits, businesses, families, and faith leaders.
Proposal Development	July 2022-November 2022	The proposal will be submitted by December 1, 2022.
Governing Council Recruitment	July 2022-October 2022	Proposed Board members and officers have been identified from among the founding team members.
Charter Application Submission	December 1, 2022	
Charter Approval	March 2023 (estimated)	
Board Incorporation and file for 501c3 status	August 2023	The Board will finalize bylaws, execute the CMO services agreement with CPS, establish committees, and review roles and responsibilities.
Governing Council Policy Execution	August 2023-ongoing	The Board will execute final policies to govern operations, establish systems and routines for oversight and accountability, and will continue to engage the community.
Advocacy to Secure Funding	Initial approval-until secured (ideally funding will be secure by June 2023)	The founding team understands initial approval does not guarantee funding to open in August 2024.
Execute Facilities Agreement	August 2023	This is contingent upon the school being funded.
Facilities renovations/repairs	August 2023-spring 2024	The school will seek a move-in ready facility or a lease agreement with a development deal.
Hire Principal and Director of Operations	August 2023	The formal recruitment process will begin upon charter approval. The hiring timeline is also contingent on funding approval. The CMO will likely fund these positions initially until the school is in a position to take it over financially.
Leadership on-boarding and professional development	August 2023-spring 2024	The leadership team and key staff will be embedded in existing Capital Prep schools to assist the on-boarding process and help each learn the mission and model.
Recruitment and Hiring for additional staff	September 2023-ongoing	Recruitment and hiring efforts are also contingent upon funding approval. This timeframe would ensure the school is fully staffed for the 2024-25 school year.

SECTION IV: SCHOOL VIABILITY

Governing Council Professional Development	Ongoing	Professional development will focus on orienting members; training will be provided by CPS and expert consultants.
Student Recruitment	Ongoing	
Application Goes Live	December 2023	
Initial Lottery	April 2024	
Student & Family Enrollment/Orientation	April 2024-August 2024	The school will work with families to obtain needed documents and will establish personal relationships through the orientation process.
Transportation Planning	May -July 2024	
School-Wide Professional Development	July-August 2024	Professional Development is supported by CPS in collaboration with the school leadership team
School Opening	August 2024	

*All of the dates are subject to change depending upon the dates of charter approval and funding.

5. Transportation

Describe the plan for transporting students from within the local school district to and from the proposed school. Please detail any arrangements that have been made with the local school board(s). If the school plans to implement an extended-day or extended-year program that requires transportation beyond what the district provides, please detail any arrangements that have been made to transport these students. If necessary, please indicate what transportation options, if any, are available for out-of-district students.

Upon charter approval, the founding team will initiate contact with the Middletown School District, other districts where students reside, and contracted school transportation personnel to establish plans to bus students who reside in the district. Upon being fully funded, the school will set incubation year plans into motion which will include transportation planning. Staff will analyze the situation of each family after the initial lottery and enrollment period to determine specific needs and will work collaboratively with each district to obtain bus routes that are suitable to meet those needs. The Board will establish specific policies, provisions, and payment terms for transportation services in certain situations, which will be informed by those in place at Capital Prep Harbor and negotiated with Middletown and other sending districts upon approval.

PREFERENCES

The SBE will give preference to certain factors when considering applications for charter schools. These factors are as follows: (1) establishing a school whose primary purpose is the establishment of programs designed to the student populations as set forth in C.G.S. § 10-66bb(c)(3)(A)(i) through (vi); (2) the primary purpose is to improve the academic performance of an existing school that has consistently demonstrated substandard academic performance, as determined by the Commissioner; (3) serving students who reside in a priority school district pursuant to C.G.S. § 10-266p; (4) serving students who reside in a district in which seventy-five percent or more of the enrolled students are members of racial or ethnic minorities; (5) demonstrating highly credible and specific strategies to attract, enroll and retain students from among the populations set forth in C.G.S. § 10-66bb(c)(3)(A)(i) through (vi); or (6) in the case of an applicant for a state charter school, such state charter school will be located at a work-site or the applicant is an institution of higher education. To be considered for one or more of the preferences, please complete the sections below as appropriate. In determining whether to grant an initial certificate for approval, the SBE shall consider (i) the effect of the proposed charter school on (I) the reduction of racial, ethnic and economic isolation in the region in which it is to be located, (II) the regional distribution of charter schools in the state, (III) the potential of over concentration of charter schools within a school district or in contiguous school districts, and (IV) the state's efforts to close achievement gaps, as defined in C.G.S. § 10-1600, and (ii) the comments made at a public hearing conducted as part of the charter application process.

1. Serving High-Need Student Populations

- a. Pursuant to C.G.S. § 10-66bb(c)(3)(A), an applicant may be considered for this preference if you intend to be a charter school whose primary purpose is the establishment of an education program designed to serve one or more of the following high-need student populations: (1) students with a history of low academic performance; (2) students who receive free or reduced-price lunch, pursuant to federal law and regulations; (3) students with a history of behavioral and social difficulties; (4) students identified as requiring special education; (5) students who are English language learners; or (6) students of a single gender. Please indicate the high-need student population(s) that the proposed school would serve and describe in no more than 250 words how the services and educational programs of the school would lead to academic achievement for such students. The SBE will also consider all applicable sections of the application.

Capital Prep Middletown's mission and primary purpose is the establishment of an educational program designed to serve historically disadvantaged students, including those with a history of low academic performance, students who are economically disadvantaged (for which free- or reduced-price lunch eligibility is a proxy), students identified as requiring special educational services and supports, and students who are English language/Multi-language learners. The mission, vision, core educational philosophies, and academic program have been carefully structured with a specific commitment to supporting both the academic and the non-academic success of historically disadvantaged populations, in particular those identified in the above high-need groups. The school's key instructional strategies and core curriculum are fully described in Section I. These include the maintenance of high expectations, early-college exposure, a college-preparatory curriculum, Advisory, personalized and differentiated instruction and intervention, and the integration of holistic supports that will support students as they master the core academic and non-academic skills that will lead to four-year college acceptance. Additional services and targeted support will be provided to students with diverse learning needs, specifically including those with disabilities or for those who are learning English as a second language, as outlined in Section III. Without question, each of the critical aspects of the program, as described throughout this application, have been carefully honed over the last 17 years specifically to serve high-need students as Capital Prep evolved from an Upward Bound program born in Middletown, to a magnet school in Hartford, to a thriving small charter network currently operating in three cities across two states.

PREFERENCES

- b. Pursuant to C.G.S. § 10-66bb(c)(3)(E), an applicant may be considered for this preference if you demonstrate highly credible and specific strategies to attract, enroll and retain students from among the populations described above. Please indicate the high-need student population(s) that the proposed school would serve and describe in no more than 250 words how the school would attract, enroll and retain students from these populations.**

The Capital Prep network serves approximately 1,600 students in Bridgeport, Harlem, and the Bronx, many of whom are identified as having high-risk factors or come from historically disadvantaged populations. In each of these communities, the network has worked collaboratively with school-based staff to recruit and enroll students from the high-need populations outlined above. As noted throughout this application, the school will use an intentionally flexible approach to enrollment to best serve the students of Middletown, including those who have been academically left behind by other schools. This will be accomplished by accepting students in all grades, from K-12, continually backfilling seats and welcoming scholars despite the achievement gaps or behavioral struggles they may have faced elsewhere. Further, each of these scholars will be viewed as having college potential – this is a non-negotiable. To recruit and welcome students, the following strategies will be implemented in Middletown:

- Inclusive recruitment materials, translated into multiple languages.
- Using welcoming and inclusive language during open houses and family engagement activities.
- Leveraging trusted community organizations as partners to share information about the mission, model, and intended outcomes with parents, including the welcoming nature of the school.
- Using a mix of paid and organic social and traditional media campaigns.
- Grassroots techniques such as neighborhood canvassing and tabling at community events.
- Posting flyers and public notices in high-traffic areas in multiple languages including markets, communities of faith, youth organizations, and community-based organizations serving families.

2. Improving the Academic Performance of an Existing School with Substandard Performance

- a. Pursuant to C.G.S. § 10-66bb(c)(3)(B), an applicant may be considered for this preference if the proposed school's primary purpose is to improve the academic performance of an existing school that has consistently demonstrated substandard academic performance, as determined by the Commissioner. Please indicate the school that you intend to turn around and describe your discussions to date, if any, with the local school district. In deciding whether to award this preference, the SBE will consider your response as well as all applicable sections of the application.** N/A

3. Opening in a Priority School District or District with at Least 75 Percent Racial or Ethnic Minority Enrollment

- a. Pursuant to C.G.S. § 10-66bb(c)(3)(C) and (D), an applicant will be awarded this preference if the proposed school would open in a Priority School District or a district with at least seventy-five percent racial or ethnic minority enrollment. Please indicate the district where the school would operate.** N/A

4. Being a Higher Education Institution

- a. Pursuant to C.G.S. § 10-66bb(c)(3)(F), an applicant will be awarded this preference if the applicant is an institution of higher education.** N/A

5. Locating at a Work Site

- a. Pursuant to C.G.S. § 10-66bb(c)(3)(F), an applicant will be awarded this preference if the applicant plans to locate its proposed school at a work site. A work site is a facility shared by another school or business. Please describe the work site where the school would be located.**

N/A

CHARTER SCHOOL WAIVER REQUEST

Description of Waivers Permitted or Not Permitted:

Charter school applicants may request waivers of certain provisions of the general statutes and regulations over which the SBE has jurisdiction. Waivers may be granted for any such provisions except for those relating to collective bargaining (§§ 10-153a–10-153g, 10-153i, 10-153j, 10-153m); teacher certification*; Chapter 163c of the Connecticut General Statutes (§§ 10-14n – 10-14x); school health and sanitation (§§ 10-203 through 10-217g, inclusive); discrimination in public schools (§ 10-15c); and children with disabilities. To request a waiver, you must specify the section of the law you seek to have waived. (*Teacher certification may be waived on an individual basis under certain conditions. Please contact the Bureau of Educator Standards and Certification for further information).

Name of Applicant: Capital Preparatory Charter School Middletown

Address: TBD

City and Zip Code: Middletown, CT (ZIP Code TBD)

Phone and Fax: TBD

1. Section of the general statutes or regulations you seek to have waived:

The founding team seeks a waiver to CGS § 10-66bb(c)(1)(A)(i), which limits charter school enrollment.

2. Describe why you feel that this waiver is necessary to achieve your mission:

The waiver request is necessary to accommodate Capital Prep’s full K-12 educational model. The school’s enrollment plan is to serve students in grades six through twelve in years one through three, with Kindergarten and first grade added in year four followed by the addition of one grade per year until the full K-12 configuration is reached. A similar approach was used to scale grades at Capital Prep Harbor. Capital Prep uses the principles of applied learning, rigorous expectations, mutual accountability, and self-reflection in a year-round model. The approach to enrollment, and the model’s K-12 design, reflects the belief that every child has the potential to change the trajectory of their academic career, and no child should be turned away. Accordingly, the school will accept students at every grade level and will offer a comprehensive instructional program and a myriad of affective supports to meet their personal needs. To meet the mission, the model has been carefully curated to provide a thirteen-year college-preparatory program built around a progressive spiraling of Essential Questions and a vertical alignment of Social Justice Strands and Learner Expectations which provide a road map for students to see how their knowledge and understanding of these issues will progress over the course of their time at the school. The Advisory Program, which is central to the affective approach, is designed to provide multi-grade advisory groups that function as a school family to provide learning and leading opportunities. As a result, students entering the program in younger grade levels will enjoy significant benefits from their additional time in the program. These features are central to the school’s ability to provide an environment that supports the robust experience of learning necessary to provide historically disadvantaged students with the college and career readiness skills needed to become responsible and engaged citizens for social justice.

3. Describe the desired outcome/rationale (how you expect this waiver to assist in achieving educational learning objectives described in your plan):

Capital Prep will deliver a high-quality program that ensures historically disadvantaged students are prepared for college and career, and 100 percent of graduates will have access to four-year college opportunities. This enrollment waiver will allow the K-12 model to meet students where they are and will provide the support necessary for each individual scholar to matriculate through the school while developing as an agent of change, culminating in rigorous high school study and early college exposure. This enrollment structure reflects a similar approach used at Capital Prep Harbor and previously used at Capital Preparatory Magnet School in Hartford.

4. Date of Application: December 1, 2022



Quint 1 Grade 8 Mathematics Playlist: Curriculum Framework and Pacing Guide

Big Idea:

How can the way populations are quantified, describe the group population itself?
How can similarities and differences between two objects be described?

[Capital Preparatory Schools Mathematics Mission 2022-2023](#)

Scope and Sequence:

[2022-23 K-12 Mathematics Curriculum Scope and Sequence](#)

CCSS, NGSS, History, SJP Standards:

Module 1

8 EE 1, 8 EE 3, 8 EE 4

Foundational Standards: 5 NB 2, 6 EE 1, 7 G 4, 7 G 6

Module 2

8 G 1, 8 G 2, 8 G 5, 8 G 6, 8 G 7

Foundational Standards: 4 MD 5, 4 G 1, 4 G 2, 4 G 3, 7 G 5

Quint Priority Standards:

8 EE 1, 8 EE 3, 8 G 2, 8 G 7

[Mathematics Priority Standards](#)

Benchmark Assessment of Priority Standards:

October 21: 8 EE 1, 8 EE 3, 8 G 2

[SBAC Test and Eureka Module Crosswalk](#)

[NY State Test and Eureka Module Crosswalk](#)



Focus Vocabulary For Year:

[Capital Preparatory Schools Vocabulary Program](#)

[8th-Grade-CCSS-Vocabulary-Word-List](#)

[CPS Word Template](#)

[CPS Word Template Exemplar](#)

Possible Quint 1 Vocabulary:

exponential notation, base, exponent, power, integer, non-zero, positive integers, whole numbers, expanded form, equivalent expressions, negative exponents, law of exponents, power to a power, magnitude, scientific notation, standard notation, order of magnitude, efficacy, transformation, plane, image, identity transformation, rigid motion (isometry), basic rigid motions, vector, endpoint, initial point, terminal point, length of a vector, prime notation, coincide, parallel lines, reflection, line of reflection, bisect, perpendicular, rotation, degree, center of rotation, clockwise, counterclockwise, equidistant, collinear, half-plane, vertical line, order of rotation, symmetry, sequence of transformations (composition), inverse transformation, congruence, (congruence symbol), transversal, vertical angles, corresponding angles, alternate interior angles, alternate exterior angles, exterior angle of a triangle, remote interior angles

Fluency:

[2022-23 The Immediate Recognition Program for CPS Math: 5-12](#)

[The Immediate Recognition Program for CPS Math: 5-12 Parent Description](#)

[Math Switching Minutes - 8th Grade](#) (to be printed)

Tier 1 and Inclusion Resources:

https://capitalprepharbor.padlet.org/scottwojnarowicz/Mathematics_RTI

[22-23 Accelerator and Learning of Mathematics at CPS Schools: Grades 3-8](#)

[Description of Acceleration Cycle](#)

[Grade-8-Learning-Acceleration-Guidance For Least Restrictive Standards](#)

[Coherence Map](#)

[8th Grade Tier 1 Remediation](#)

[Analytical Notes in Math Instruction](#)

[Remediation support for Eureka Math/EngageNY | Math](#)

Resources and Models:

[CPS Mathematics SBG Assessments and Grading](#)

[CPS Mathematics Assessment Naming Cheat Sheet](#)

[Illustrative Math Middle School - Teachers](#)

[Match Fishtank Lesson Plans](#)

[IXL Skill Alignment | Eureka Math | 8th grade](#)

[Scientific Calculator](#)

[Desmos Graphing Calculator](#)

Schoology Resources:

[Grade 8 Resources and Videos on Embarc](#)

[Eureka Math | Parent Resource Portal](#)

[Eureka and Khan Academy Crosswalk](#)

[Grade 8 Mathematics Roadmap](#)

[Grade 8 Module 1 Homework Helper](#)

[8 Module 1 Topic A](#)

[8 Module 1 Topic B](#)

[Grade 8 Module 2 Homework Helper](#)

[8 Module 2 Topic A](#)

[8 Module 2 Topic B](#)

[8 Module 2 Topic C](#)

Additional Materials/Resources:

[8th Grade Geogebra Sample Digital Resources Library](#)

[Desmos Sample Activity List k-12](#)

[Eureka and Khan Academy Crosswalk](#)

[Math Parent Square Update Texts](#)

Eureka Resources:

Module 1: Scientific Calculator

Module 2: Transparency or patty paper, Wet or dry erase markers, Optional: Composition of Rigid Motions
<http://youtu.be/O2XPy3ZLU7Y>



Weekly Pacing Guides

[CPS STEM and Specials Weekly Intellectual Prep Worksheet](#)

[EXEMPLAR Mathematics Weekly IP Worksheet](#)

8/22: Week 1 Pacing Guide

Standards:

8 EE 1 - Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $32 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$.

Module 1: Lesson 2, Lesson 3

Objectives:

- I know how to multiply numbers in exponential form because I can use the first law of exponents to determine products.
- I know how to simplify numbers in exponential form because I can compute the product written in the form of the power of a power.

Exit Ticket:

Lesson 2 (8 EE 1), Lesson 3 (8 EE 1)

8/29: Week 2 Pacing Guide

Standards:

8 EE 1 - Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $32 \times 3^{-5} = 3^{-3} = 1/33 = 1/27$.

8 EE 3 - Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. For example, estimate the population of the United States as 3 times 10^8 and the population of the world as 7 times 10^9 , and determine that the world population is more than 20 times larger.

8 EE 4 - Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.

Module 1: Lesson 4, Lesson 5, Lesson 8, RTI

Objectives:

- I know how to simplify numbers in exponential form because I can determine the product of expressions to the zeroth power.
- I know how to write equivalent expressions because I can use negative exponents to simplify numbers in exponential form.
- Topic A Assessment: I know how to solve mathematical problems because I can write and evaluate expressions written with exponential notation.
- I know how to estimate quantities because I can estimate quantities in the form of a single digit times a power of 10.
- RTI: I know how to demonstrate proficiency in grade-level mathematics because I can complete tasks related to priority standard skills.

Exit Ticket:

Lesson 4 (8 EE 1), Lesson 5 (8 EE 1), Lesson 8 (8 EE 3)

9/5: Week 3 Pacing Guide**Standards:**

8 EE 3 - Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. For example, estimate the population of the United States as 3 times 10^8 and the population of the world as 7 times 10^9 , and determine that the world population is more than 20 times larger.

8 EE 4 - Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.

Module 1: Lesson 9, Lesson 10, Lesson 12, RTI

Objectives:

- I know how to describe very large and small numbers because I can write them in scientific notation.
- I know how to use scientific notation because I can write, add and subtract numbers in scientific notation.
- I know how to use scientific notation because I can rewrite quantities to represent various units.
- RTI: I know how to demonstrate proficiency in grade-level mathematics because I can complete tasks related to priority standard skills.

Exit Ticket:

Lesson 9 (8 EE 3), Lesson 12 (8 EE 3)

9/12: Week 4 Pacing Guide

Standards:

8 EE 3 - Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. For example, estimate the population of the United States as 3 times 10^8 and the population of the world as 7 times 10^9 , and determine that the world population is more than 20 times larger.

8 EE 4 - Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.

Module 1: Lesson 13, RTI

Objectives:

- I know how to interpret numbers in scientific notation because I can compare the magnitude of and compute with very large numbers using scientific notation.
- Topic B: I know how to use scientific notation because I can describe numbers written in notation's magnitude, write numbers in and compute with scientific notation.
- Module 1 End of Module Assessment: I know how to solve mathematical problems because I can write and evaluate expressions written with integer exponents and in scientific notation.
- RTI: I know how to demonstrate proficiency in grade-level mathematics because I can complete tasks related to priority standard skills.

Exit Ticket:

Lesson 13 (8 EE 3)

9/19: Week 5 Pacing Guide

Standards:

8 G 1 – Verify experimentally the properties of rotations, reflections, and translations
8 G 1a - Lines are taken to lines, and line segments to line segments of the same length.
8 G 1b - Angles are taken to angles of the same measure
8 G 1c - Parallel lines are taken to parallel lines

Module 2: Lesson 1, Lesson 2, Lesson 3, RTI

Objectives:

- I know how to describe rigid motion because I can identify and create transformations on a plane.
- I know how to perform translations on a figure because I can use translations to create and label an image of the figure.
- I know how to translate lines because I can create images that are parallel and coincide with the original line.
- RTI: I know how to demonstrate proficiency in grade-level mathematics because I can complete tasks related to priority standard skills.

Exit Ticket:

None

9/26: Week 6 Pacing Guide

Standards:

8 G 1 – Verify experimentally the properties of rotations, reflections, and translations
8 G 1a - Lines are taken to lines, and line segments to line segments of the same length.
8 G 1b - Angles are taken to angles of the same measure
8 G 1c - Parallel lines are taken to parallel lines

Module 2: Lesson 4, Lesson 5, Lesson 6, RTI

Objectives:

- I know how to create transformations of figures because I can describe, create and label images of rotations. (4, 5, 6)
- Topic A Assessment: I know how to solve mathematical problems because I can describe and perform basic rigid motions.
- RTI: I know how to demonstrate proficiency in grade-level mathematics because I can complete tasks related to priority standard skills.

Exit Ticket:

Lesson 6 (8 G 1)

10/3: Week 7 Pacing Guide

Standards:

8 G 2 - Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.

Module 2: Lesson 7, Lesson 8, Lesson 9, RTI

Objectives:

- I know how to work with a sequence of transformations because I can use a sequence of translations to create and describe an image.
- I know how to work with a sequence of transformations because I can describe sequences of reflections and translations.
- I know how to describe a sequence of rotations because I can demonstrate an understanding that these sequences preserve lengths of segments as well as degrees of measures of angles.
- RTI: I know how to demonstrate proficiency in grade-level mathematics because I can complete tasks related to priority standard skills.

Exit Ticket:

Lesson 7 (8 G 2), Lesson 8 (8 G 2), Lesson 9 (8 G 2)

10/10: Week 8 Pacing Guide

Standards:

8 G 2 - Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.

8 G 5 - Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.

Module 2: Lesson 10, Lesson 11, Lesson 12, RTI

Objectives:

- I know how to describe sequences of rigid motions because I can determine and record a sequence of motions that maps one figure to another.
- Topic B Assessment: I know how to solve mathematical problems because I can describe and perform sequences of basic rigid motions.
- I know how to identify congruent figures because I can use the basic properties of rigid motions to determine congruence.
- I know how to describe angles associated with parallel lines because I can identify pairs of angles created by a transversal and determine their relationships.
- RTI: I know how to demonstrate proficiency in grade-level mathematics because I can complete tasks related to priority standard skills.

Exit Ticket:

Lesson 10 (8 G 2), Lesson 11 (8 G 2)

10/17: Week 9 Pacing Guide

Standards:

8 G 2 - Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.

8 G 5 - Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.

8 G 6 - Explain a proof of the Pythagorean Theorem and its converse.

8 G 7 - Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.

8 G 8 - Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.

Module 2: Lesson 13, Lesson 14, Lesson 15, Quint 1 BA

Objectives:

- I know how to determine the angle sum of a triangle because I can describe and informally prove the angle sum theorem for triangles.
- I know how to determine angle measures because I can find the measure of missing interior and exterior angles of a triangle.
- Topic C Assessment: I know how to describe angle congruence because I can identify measures for angles associated with parallel lines.
- I know how to use the Pythagorean Theorem because I can identify the lengths of the three sides of a right triangle.

Exit Ticket:

Lesson 14 (8 GLMSS), Lesson 15 (8 G 7), Q1 BA (8 EE 1, 8 EE 3, 8 G 2)

10/24: Week 10 Pacing Guide

Standards:

8 G 6 - Explain a proof of the Pythagorean Theorem and its converse.

8 G 7 - Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.

8 G 8 - Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.

Module 2: Lesson 16, RTI

Objectives:

- I know how to use the Pythagorean Theorem because I can prove the relationships between the three sides of a right triangle.
- Topic D Assessment: I know how to describe right triangles because I can derive and use the Pythagorean Theorem to identify measures of side lengths.
- Module 2 End of Module Assessment: I know how to describe placement in space because I can describe transformations, angle measures, and side lengths.
- RTI: I know how to demonstrate proficiency in grade-level mathematics because I can complete tasks related to priority standard skills.

Exit Ticket:

Lesson 16 (8 G 7)



*“Our five **Learner Expectations** are that our students will always represent CPREP: Collaborators, Problem Solvers, Researchers, Empathetic Citizens, and Pillars of Knowledge.”*

RTI
Response to Intervention
Intervention Process and Protocols

The *mission* of **Capital Preparatory Schools** is to provide historically disadvantaged students with the college and career readiness skills needed to become responsible and engaged citizens for social justice.

Capital Prep strives to ensure that all students are able to do so by offering a rigorous college preparatory curriculum, an eclectic variety of athletic programs, project-based learning, and multi-pronged faculty support.

Response to intervention (RTI) is a process used by educators to help students who are struggling with a skill or lesson; every teacher will use interventions (a set of teaching procedures) with any student to help them succeed in the classroom—it's not just for children with special needs or a learning disability.

Scientific Research-Based Intervention (SRBI) is a systematic process that provides a continuum of assessments and research-based interventions to improve educational outcomes for all students. SRBI is designed to ensure that all students receive appropriate instruction by providing critical information about students' instructional strengths and needs and using this information to create effective, research-based, instructional interventions. The ultimate goal is to increase student success through general education programs and to reduce the number of students who require special education.

Multi-Tiered Systems of Support (MTSS) is an instructional framework that includes universal screening of all students, multiple tiers of instruction and support services, and an integrated data collection and assessment system to inform decisions at each tier of instruction.

Student Assistance Team (SAT) is a team of school leaders, educators and parents/guardians coming together to support scholars in need. This team is responsible for data analysis and decision making in Tier II and Tier III. SAT Teams include certain core members (e.g., the school principal, the school social worker), as well as other members that may rotate on and off the team, depending on the needs of the student under consideration (e.g., special educators, or coaches).

Overview of State of CT & NY Scientific Research-Based Interventions

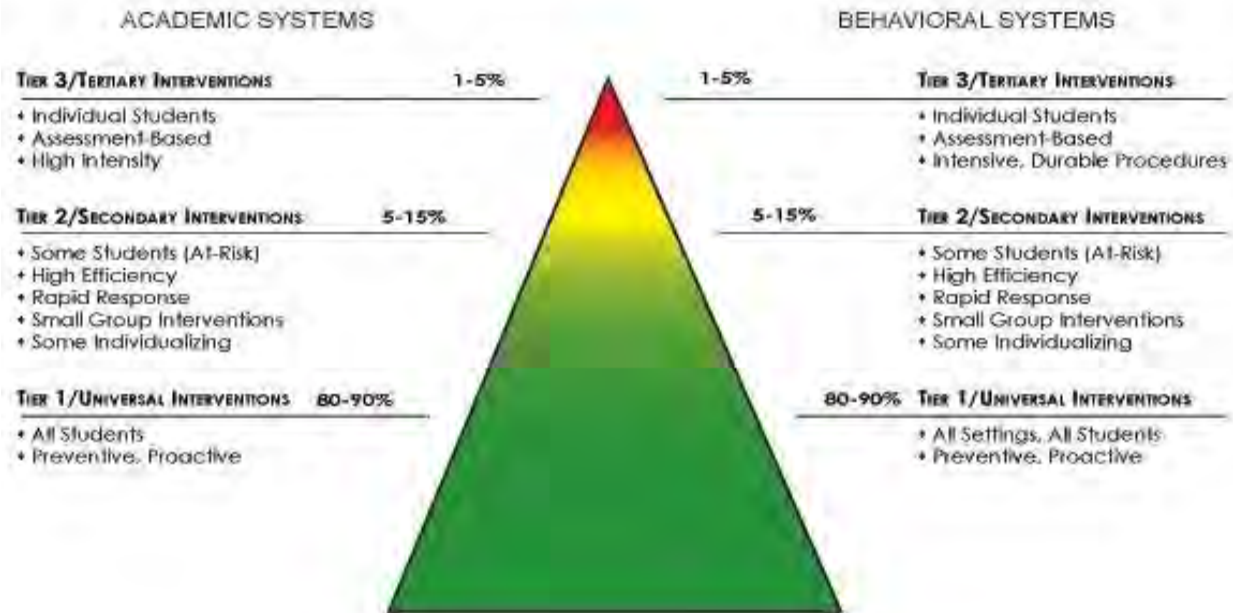
Scientific Research-Based Interventions (SRBI) emphasize successful instruction for all students through high-quality core general education practices and targeted SMART goal setting as well as research based strategies and interventions for students experiencing learning, social-emotional or behavioral difficulties. Capital Prep school professionals are expected to use interventions and the SRBI process to improve student academic and behavioral development as concerns arise.

Key elements of SRBI include the following:

- Core general education curricula that are comprehensive in addressing a range of essential competencies in each academic domain, culturally relevant and research-based to the extent that research exists to inform their selection or development
- A school-wide or district-wide comprehensive system of social-emotional learning and behavioral supports
- Strategies for ensuring that educators are modeling respectful and ethical behaviors, fostering student engagement and connectedness to school, and assessing the quality of the overall school climate so that students experience physical, social-emotional and intellectual safety
- The use of research-based, effective instructional strategies both within and across a variety of academic domains
 - Differentiation of instruction for all learners, including students performing above and below grade-level expectations and English /Multi-language learners(EL/MLs)
 - Universal common assessments of all students that enable teachers to monitor academic and social progress, and identify those who are experiencing difficulty early
 - Early intervention for students experiencing academic, social-emotional and/or behavioral difficulties to prevent the development of more serious educational issues later on
 - Educational decision making (academic and social/behavioral) driven by data involving students' growth and performance relative to peers; data are carefully and collaboratively analyzed by teams of educators (e.g., data teams, early intervention teams), with the results applied not only to inform instruction for individual students, but also to evaluate and improve core general education practices and the overall efficacy of interventions
 - * Targeted SMART goal setting based on data from universal, benchmark and common formative assessments
- A continuum of support that is part of the general education system, with increasing intensity and/or individualization across multiple tiers

**The above is influenced by Norwalk Public Schools SRBI manual

School-Wide Systems for Student Success: A Response to Intervention (RtI) Model



When a student does not make adequate progress during Tier I differentiated instruction, and data indicate that the student is behind in grade level expectations and benchmarks for his or her academics or behavior, then a teacher, staff member, or parent will request assistance from the school-based SRBI team and the appropriate form will be completed by the teacher or staff member. Tier II and Tier III interventions may be necessary, in addition to the Tier I differentiated instruction that is provided in the classroom, to assist the student in making progress back to grade level expectations.

Assessments for Literacy and Math

Grades	Universal Screens/Benchmarks To be given at least 2-3 times a year	Progress Monitoring/Diagnostic Tools Choices should include one or more of these <i>Daily, weekly, bi-weekly</i>
Grades K-2	<p>NWEA MAP Reading Assessment - 3x a year NWEA MAP Reading Fluency- 3x a year Kindergarten survey- 1x a year Sight word assessment- 1x a month Benchmark assessments- end of quint</p> <p>Math Benchmark assessments NWEA MAP Math Assessment-3x a year</p>	<p>Spelling Phonological Awareness Skills Test Sight Word Assessment Running Records Computer-based Learning Tools Wilson Foundations Decoding Skills Assessment-bi-weekly</p> <p>Math Common Formative Assessments Computer-based Learning Tools</p>
Grade 3-4	<p>NWEA Map Reading Assessment -3x a year SBAC- 1x a year Benchmark assessments- end of quint IREADY Reading Plus</p> <p>Math Benchmark assessments NWEA MAP Math Assessment-3x a year</p>	<p>Spelling Phonological Awareness Skills Test Sight Word Assessment Vocabulary-weekly Running Records Computer-based Learning Tools Wilson Foundations Decoding Skills Assessment-bi-weekly (gr.3)</p> <p>Math Common Formative Assessments Computer-based Learning Tools NWEA MAP Math Accelerator-daily</p>
Grades 5-6	<p>NWEA (MAP)-3x a year SBAC-1x a year Benchmark Assessments-end of quint Reading Plus IREADY</p> <p>Math Benchmark assessments-end of quint NWEA MAP Math Assessment- 3x a year</p>	<p>Spelling Vocabulary-weekly Running Records Computer-based Learning Tools</p> <p>Math Common Formative Assessments Computer-based Learning Tools NWEA MAP Math Accelerator-daily</p>
Grades 7-8	<p>NWEA (MAP)-3X a year SBAC-1x a year Benchmark assessments-end of quint</p>	<p>Spelling Vocabulary-weekly Running Records</p>

	<p>Reading Plus</p> <p>Math Benchmark assessments NWEA MAP Math Assessment-3x a year</p>	<p>Computer-based Learning Tools</p> <p>Math Common Formative Assessments Computer-based Learning Tools NWEA MAP Math Accelerator-daily</p>
Grades 9-10	<p>PSAT 8/9 Benchmark assessments-end of quint Vocabulary-weekly</p> <p>Math Benchmark assessments NWEA MAP Math Assessment-3x a year</p>	<p>Spelling Running Records Computer-based Learning Tools</p> <p>Math Common Formative Assessments Computer-based Learning Tools NWEA Math Map Accelerator</p>
Grades 11-12	<p>SAT PSAT/NMSQT Benchmark assessments</p> <p>Math Benchmark assessments NWEA MAP Math Assessment (gr. 11)</p>	<p>Running Records Computer-based Learning Tools Vocabulary-weekly</p> <p>Math Common Formative Assessments Computer-based Learning Tools</p>

Assessment Strategies for Behavior & Social/Emotional

Grade	Universal Screening	Progress Monitoring options
K-6	<p>Attendance Data (PowerSchool) Suspension Data (PowerSchool) Office Disciplinary Referrals Teacher Rating Scale Learner Expectations rubrics</p>	<p>Powerschool data/attendance data Check in/out system Time on task sheets Student Observation through Behavior Tracking Form(s) + Behavior Support Plan Home/School Communication Log + Student Work Samples/ Grades</p>
7-8	<p>Attendance Data (PowerSchool) Suspension Data (PowerSchool) Office Disciplinary Referrals Teacher Rating Scale Learner Expectations rubrics</p>	<p>Powerschool data/attendance data Check in/out system Time on task sheets Student Observation through Behavior Tracking Form(s) + Behavior Support Plan Home/School Communication Log + Student Work Samples/ Grades</p>

9-12	Attendance Data (PowerSchool) Suspension Data (PowerSchool) Office Disciplinary Referrals Teacher Rating Scale Learner Expectations rubrics	Powerschool data/attendance data Check in/out system Time on task sheets Student Observation through Behavior Tracking Form(s) + Behavior Support Plan Home/School Communication Log + Student Work Samples/ Grades

Samples of Strategies For K-12

<p>Environment/Scheduling</p> <p>Provide clear work area Quieter work space Remove distracting materials Provide written or visual schedule Multi-sensory presentation of information Post assignments/homework Get class/student attention prior to speaking Slow down speech rate Make clear transitions during class activities Minimize or structure transitions Provide motor breaks Use labels and visual representations Use angled working surface (use of binder)</p> <p>Assignments</p> <p>Monitor/check student work Shorten tasks Provide assignment choices Hands-on-learning activities Do critical parts of assignment in school Prioritize task activities Use combination oral/written assignments Give additional practice Provide word bank / personal dictionaries Have student paraphrase Break long-term projects into smaller chunks Provide alternative materials Teach prioritization skills Use uncluttered assignment formats</p>	<p>Instructional Strategies</p> <p>Teach test-taking strategies Provide notes/outlines to student Provide concrete examples Use graphic/visual organizers color code Chunk information Compact curriculum Analyze task Provide multi-sensory instruction Use tracking strategies for reading Provide templates for written work Use word retrieval prompts Provide word banks Anchor new concepts Use think-alouds Cue/Prompt Extra practice/extra time Use shorter independent work periods Highlight/underline Use graph paper/lined paper Personalize examples Pre-teach/re-teach content and vocabulary Provide review/lesson closure Use manipulatives and models Use memory strategies Practice with computer supported instruction Restate information/directions Teach note-taking</p> <p>Tests/Quizzes/Assessments</p> <p>Provide extra time Give prior notice of test Preview/Review test procedures Rephrase test questions/directions Provide test study guides Allow open book/notebook test Provide alternative tests</p>	<p>Behavior</p> <p>Teach class rules Allow breaks between tasks Cue expected behavior Provide de-escalation strategies Provide role play activities Use nonverbal signals Provide verbal reminder Provide positive social reinforcement Establish in class/in school reward system Offer responsibilities Have parent/guardian sign homework/planner Refer to support staff</p> <p>Grading</p> <p>Provide extra credit options Grade improvement (retakes) No handwriting penalty; use technology options No spelling penalty except on final copy Pass/fail option</p> <p>Organization</p> <p>Use assignment book/pad Provide extra space for work Use binder/organization system Use folders to hold work Keep extra materials, like pencils, in class Post assignments List sequential steps Conduct binder/locker/cubby clean out Provide study outlines</p>
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Use spatially cued formatting Highlight important words and concepts	Complete test sections at various times Complete part of test in writing/part orally Simplify test vocabulary Reduce multiple choice distractors Provide word bank Spatially cued format	
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SRBI/ RTI/ MTSS/SAT

Tier I: All children receive high-quality, differentiated instruction delivered by school staff. Universal/benchmark assessments are in place to monitor progress and drive instruction. 100% of students are provided with Tier I instruction.

Tier II: Scholars are moved into Tier II after demonstrating little or no progress in Tier I with general interventions. The placement is based on a referral from the classroom teacher identifying the area(s) of concern supported by data from universal screenings, benchmark assessments and classroom performance. These scholars should receive instructional interventions in addition to regular classroom instruction. The goal is for these scholars to “close the gap” so they can move back into Tier I.

What does this look like?

Tier I:

- Elementary: Before/after school help, academic intervention lessons during unscheduled time, specialized reading and/or math programs, school-based support groups, home visits, collaboration with outside agencies, individual conferences, observations.
- Middle School: Flexible scheduling/ change in schedule, audio books, specialized reading and/or math program, school-based support groups, home visits, collaboration with outside agencies, individual conferences, observations.
- High School: Academic support during study hall or before/after school schedule, specialized reading and/or math program, school-based support groups, home visits, collaboration with outside agencies, individual conferences, observations

Tiers II & III: Include Tier I support and strategies. Scholars should have a smaller teacher to scholar ratio with highly explicit interventions and instruction from teachers with expertise in the area(s) of need with more frequent progress monitoring.

What does this look like?

- Supplemental reading/math instruction, more intensive schedule/class change, specialized reading and/or math program, possible referral for a FBA (Functional Behavioral Assessment), possible referral for intensive in-home supports, possible referral for after-school, Saturday programming.

RTI process defined by Tier I, II & III

Tier I	Framework from CT & NYC	Additional considerations for English Language Learners
Focus	General education core practices	Achievement is defined as an increase in English language acquisition and improvement in classroom academic performance.
Setting	<ul style="list-style-type: none"> ▪ General education classrooms ▪ Positive and safe school climate 	May include: <ul style="list-style-type: none"> ▪ general education classrooms ▪ ENL pull-out or push-in models ▪ sheltered content classrooms
Curriculum & Instruction	Curriculum and instruction is: <ul style="list-style-type: none"> ▪ research-based ▪ aligned with the Common Core State Standards and student outcomes ▪ differentiated ▪ culturally responsive ▪ inclusive of a comprehensive system of social/emotional learning and behavioral supports 	Curriculum and instruction includes <ul style="list-style-type: none"> ▪ alignment with EL standards ▪ culturally responsive curriculum and instruction (not an add-on) ▪ explicit and linguistically appropriate instruction; attention to language forms and functions
Interventions	Differentiation of instruction within the general education classroom includes: <ul style="list-style-type: none"> ▪ flexible small groups ▪ appropriate instructional materials matched to students' needs and abilities 	Reading Plus- MAP Accelerator IREADY Spire
Interventionists	Differentiation of instruction within the general education classroom includes: <ul style="list-style-type: none"> ▪ flexible small groups ▪ appropriate instructional materials matched to students' needs and abilities 	Interventions should: <ul style="list-style-type: none"> ▪ build background knowledge ▪ use strategies appropriate for instructing ELs <ul style="list-style-type: none"> ➢ visuals ➢ realia (real objects) ➢ modeling ➢ repetitive language ➢ gestures ▪ include language activities and explicit instruction in: <ul style="list-style-type: none"> ➢ phonological awareness ➢ vocabulary development ➢ comprehension strategies ▪ utilize strategies of the Sheltered Instruction Observation Protocol (SIOP) Model
Assessments and Progress	<ul style="list-style-type: none"> ▪ Universal common assessments of 	Progress monitoring tools or curriculum

<p>Monitoring</p>	<p>all students at least three times per year (benchmark data) to monitor progress and identify students in need of intervention early</p> <ul style="list-style-type: none"> ▪ Common assessments to guide and differentiate instruction ▪ Data to evaluate and monitor the effectiveness of the behavioral system (e.g., attendance rates, discipline referrals), overall quality of school climate, and social-emotional learning ▪ Additional assessments of certain individual students (e.g., checklists, observations, diagnostic assessments) as warranted 	<p>based measurements (CBM) for EL/MLs should be normed on populations that include EL/MLs (Echevarria & Vogt 2011).</p> <ul style="list-style-type: none"> ▪ Compare universal screening and progress monitoring information of EL/MLs to other “true peer” EL/MLs since their rate of progress cannot be compared to that of the English-only group (Echevarria & Vogt 2011). ▪ Consider student accents and pronunciations when scoring assessments given in English and appropriate interpretations should be provided when words are mispronounced. Do not penalize students for dialect features (Vaughn & Ortiz, 2010) ▪ Consider that students may be acquiring word meaning while acquiring word reading and, thus, early oral reading fluency may proceed at an expected rate (while students are focusing on word reading) and then later proceed at a lower than expected rate when students are focusing more on word meaning (Vaughn & Ortiz, 2010) ▪ Consider assessments that are available in multiple languages to determine L1 (native language) literacy (Vaughn & Ortiz, 2010) ▪ Establish a progress monitoring schedule aligned with instructional intensity ▪ Interpret data using multiple indicators to gain a full understanding of student growth and progress.
<p>Data Analysis and Decision Making</p>	<p>District, school and grade/content area data teams:</p> <ul style="list-style-type: none"> ▪ district data team analyzes data across schools within a district ▪ school data team analyzes benchmark data within a school to establish the overall efficacy of curriculums, instruction, school climate and system of social-emotional learning and behavioral supports for all students, and monitors fidelity of implementation ▪ grade-level/content area data teams analyze common assessments to improve and differentiate instruction 	<p>District, school and grade/content area data teams:</p> <ul style="list-style-type: none"> ▪ district data team analyzes data across schools within a district ▪ include qualified ENL staff ▪ consider EL/ML needs by answering the following when analyzing student data: -Is scientifically-based instruction in place for the target student and consideration given to his/her cultural, linguistic, socioeconomic and experiential background? - Is instruction targeted to the student’s level of English proficiency? - Is the concern examined within the context

	<p>within a grade or course, and identify individual students in need of Tier II academic or behavioral intervention</p>	<p>(i.e., language of instruction, acculturation)?</p> <ul style="list-style-type: none"> - Is language proficiency monitored regularly? If a student is in a dual language program, L1 proficiency should also be monitored. - Has the ecology of the classroom and school been assessed (i.e., immigration patterns, culture, socioeconomic status, educational history)? - Have specific Tier 1 SRBI interventions that are culturally, linguistically and experientially appropriately developed? - Are assessments technically sound, valid, and used appropriately for EL/MLs?
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RTI process defined by Tier I, II & III

Tier II	Framework from CT & NYC	Additional considerations for English Language Learners
<p>Focus</p>	<p>Scholars unable to meet important academic benchmarks or social/behavioral expectations, who have not responded to Tier I core practices</p>	<p>Achievement is at a lower level and substantially lower rate when compared to “true peers” (same levels of language proficiency, acculturation, and educational background)</p>
<p>Setting</p>	<p>General education classrooms or other general education locations within a school (e.g., library, reading lab, math lab, writing center)</p>	<p>Small group setting to improve student progress. May include:</p> <ul style="list-style-type: none"> ▪ general education classrooms or other general education locations within a school ▪ bilingual education classrooms ▪ dual language classrooms ▪ ESL pull-out or push-in programs ▪ sheltered content classrooms
<p>Interventions</p>	<p>Interventions should be:</p> <ul style="list-style-type: none"> ▪ short-term (e.g., 6-8 weeks) ▪ based on targeted SMART goal that is well matched to students’ specific academic, social-emotional, and/or behavioral needs ▪ delivered to homogeneous groups (i.e., students with similar needs) ▪ with a teacher: scholar ratio up to 1:4 or 1:6 	<p>Interventions for ELLs may include (Echevarria & Vogt, 2011):</p> <ul style="list-style-type: none"> ▪ the option of different curriculum from Tier I (time and intensity): “Materials that did not meet a student’s needs in regular classroom instruction or in a Tier I intervention will not magically meet his or her needs in Tier II” ▪ systematic and explicit instruction

	<ul style="list-style-type: none"> ▪ implemented with fidelity ▪ supplemental to core program, and based on the Common Core State Standards 	<p>with modeling, multiple examples and feedback</p> <ul style="list-style-type: none"> ▪ academic language and vocabulary instruction with multiple opportunities to practice ▪ frequent structured opportunities to develop oral language ▪ specific reading and math skills as determined by assessment data <ul style="list-style-type: none"> ▪ reading, writing, listening, and speaking in authentic contexts (e.g., reading books, writing for authentic purposes, and role-play to develop oral language) ▪ reinforcement, repetition, practice and redundancy of vocabulary, skills, and strategies taught in core reading and math lessons
Interventionists	<ul style="list-style-type: none"> ▪ General education teachers ▪ Specialists or other interventionists trained for Tier II intervention 	<p>Teachers who have been trained and who understand the relationship between assessment and intervention</p> <ul style="list-style-type: none"> ▪ Staff who can ensure that culturally and linguistically
Assessments and Progress Monitoring	<ul style="list-style-type: none"> ▪ Frequent progress monitoring (e.g., minimum biweekly) using assessment tools that accurately target students' focus area for improvement ▪ Progress monitoring tools must be feasible and technically adequate to administer multiple times to assess student growth ▪ Additional assessments of certain individual students (e.g. observations, diagnostic assessments) 	<p>Districts should make a concerted effort to (Brown, et.al., 2010):</p> <ul style="list-style-type: none"> ▪ assess students' language skills in L1 and L2 to provide an appropriate context regarding evaluation of current levels of performance ▪ use reliable and valid tools to identify and monitor students' needs for instructional support in reading in both L1 and L2 ▪ plan instructions based on what you know about the student's performance and literacy experiences in L1 and L2 and teach for transfer if needed
Data Analysis and Decision Making	<p>Teacher support/intervention teams that may overlap with Tier I data teams:</p> <ul style="list-style-type: none"> ▪ should include core team members (e.g., school principal, general educators, reading/language arts consultant, school psychologist and a special educator) as well as additional members depending on individual student's needs (e.g., ENL teacher, math specialist, school social worker) ▪ match appropriate Tier II interventions to students' needs ▪ select appropriate progress 	<p>Key questions to consider for ELLs (Echevarria & Vogt, 2010):</p> <ul style="list-style-type: none"> ▪ Does the child's learning rate appear to be lower than that of an average learning "true peer"? (see page 5 for more on true peers) ▪ If the student is enrolled in a dual language program, which language(s) will be used to provide Tier II intervention? ▪ Who will be the Tier II interventionist? ▪ How will the classroom teacher or interventionist & ESL teacher

	<p>monitoring tools</p> <ul style="list-style-type: none"> ▪ analyze progress monitoring data ▪ modify or substitute new interventions as needed ▪ identify students not responding to Tier II efforts ▪ conduct extensive analysis and application of data from Tier II interventions to document effectiveness of interventions ▪ help monitor fidelity of implementation of Tier II interventions 	<p>collaborate?</p> <ul style="list-style-type: none"> ▪ What assessments can we use to measure both language and academic progress? ▪ Despite possible language barriers, how can we best communicate to parents about their children’s progress in Tier II? ▪ If additional assessments are used, are the instruments technically sound, valid, and used appropriately for the ELL? ▪ Is scientifically-based instruction in place for the target student and consideration given to his/her cultural, linguistic, socioeconomic and experiential background? (Brown & Doolittle, 2008)
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RTI process defined by Tier I, II & III

Tier III	Framework from Ct & NYC	Additional considerations for English/Multi Language Learners
Focus	Scholars unable to meet important academic benchmarks or social/behavioral expectations who have not responded to Tier I or Tier II efforts.	Scholar achievement continues both at a lower level than true-peers and occurs at a substantially slower rate. The scholar requires more individualized instruction in order to learn.
Setting	General education classrooms or other general education locations within a school	(Same as for all scholars)
Interventions	<p>Appropriate short-term (8 to 20 weeks) interventions:</p> <ul style="list-style-type: none"> ▪ well-matched to scholars’ specific academic, social/behavioral needs ▪ more intensive or individualized than Tier II interventions ▪ delivered to homogeneous groups (i.e., scholars with similar needs) ▪ teacher: scholar ratio up to 1:3 ▪ implemented with fidelity ▪ supplemental to core program and based on the Common Core State Standards 	<p>Interventions can include the option of receiving modified curriculum from Tiers I and II:</p> <ul style="list-style-type: none"> ▪ curriculum and instruction address the specific learning needs ▪ progress is carefully and frequently monitored

<p>Interventionists</p>	<p>Specialists or other interventionists trained for Tier III intervention (including general educators with appropriate training)</p>	<p>Staff should have adequate training working with EL/MLs and may include:</p> <ul style="list-style-type: none"> ▪ special education teacher or related service provider ▪ general education teacher responsible for integrating all tiers of instruction into the classroom. All service providers must collaborate with the EL/ML staff
<p>Assessments and Progress Monitoring</p>	<p>Very frequent progress monitoring (e.g., minimum weekly) using assessment tools that accurately target students’ focus areas for improvement</p> <ul style="list-style-type: none"> ▪Progress monitoring tools must be feasible and technically adequate to administer multiple times to assess student growth ▪Additional assessments of certain individual students as warranted (e.g., diagnostic assessments, comprehensive evaluation) 	<ul style="list-style-type: none"> ▪ Standardized cognitive and academic assessment should be conducted to identify processing profile ▪ Should include a native language assessment ▪ Interpret standardized test data within the context of student’s language proficiency and acculturation
<p>Data Analysis and Decision Making</p>	<p>Teacher support/intervention teams (as in Tier II):</p> <ul style="list-style-type: none"> ▪decide how to choose, individualize and intensify interventions for scholars receiving Tier III interventions ▪select appropriate progress monitoring tools ▪analyze progress monitoring data; modify or substitute new interventions as needed ▪ identify students not responding to Tier III efforts ▪conduct extensive analysis and application of data from Tier III interventions to document effectiveness of interventions; and ▪help monitor fidelity of implementation of Tier III interventions 	<p>Guiding Questions:</p> <ul style="list-style-type: none"> ▪ Does the student differ from “true peers” in the following ways: – Level of performance? – Learning slope? ▪ What are the child’s functional, developmental, academic, linguistic, and cultural needs? ▪ If additional assessments are used, are the instruments technically sound, valid, and used appropriately for the EL/ML? ▪ Are test results interpreted in a manner that considers a scholar’s language proficiency in L1 and L2 and his/her level of acculturation? ▪ Do assessments include information in the scholar’s home language and English? ▪ Has the scholar received continuous instruction (i.e., absences do not make up a good portion of the scholar’s profile)?

Capital Prep Resource List Tier II and Tier III

Reading: Tier II and Tier III	Math: Tier II and Tier III
Wilson-Fundations Wilson-Just Words	Lindamood-Bell-On Cloud Nine Math
Lindamood-Bell-Visualizing & Verbalizing	IReady
Lindamood-Bell-LIPS	DreamBox Math
Reading A-Z	Voyager Sopris TransMath
IReady	NWEA Map Math Accelerator
Lexia	
Voyager Sopris Rewards Reading Voyager Sopris Rewards Writing	

Designated Supports

What Are Designated Supports?

Designated supports are those features available for use by any student for whom the need has been indicated by an educator (or team of educators with parent/guardian and student). Scores achieved by students using designated supports will be included for federal accountability purposes. It is recommended that a consistent process be used to determine these supports for individual students. All educators making these decisions should be trained in the process and should be made aware of the range of designated supports available.

SAT/SRBI Meeting Protocols

Before the Meeting

- SAT/ RTI teams are often organized into grade-level: that include a building administrator, teachers from that grade level/department, the individuals who provide the tiered interventions, the LEA staff as needed, social worker, ENL teacher, and the individual who manages benchmark and progress-monitoring data (data manager/SAT coordinator).
- After 6 -8 weeks of data collection measuring academic achievement in Tier 1 (a minimum of 3 measures of the same skill or behavior), the teacher requests assistance by completing the forms included in this document or by submitting the completed form(s) to the SAT chairperson. Upload or

attach student data related to the area(s) of concern (universal screenings, progress monitoring data, writing samples, behavior charts, etc.) to the form.

- SAT Chairperson arranges for meeting logistics, such as scheduling, and often acts as facilitator of the meeting or appoints another team member for that role.

During the Meeting

- Use the guiding questions below during the program review (Tier I, II, or III) to define the concern, analyze the data, determine the implementation of intervention, and evaluate which tools to use to determine student progress.
- Record the minutes of the meeting

Define:

- What are the student's strengths and interests? (e.g., learning style, curriculum areas, outside hobbies)
- What concerns do you have about the scholar?
- Are there any health or attendance concerns that may impact the scholar's progress?
- Are there documented concerns of behavior that interfere with the scholar's ability to access the curriculum?
- Have you discussed your concerns with the scholar and the scholar's parent(s)?
- What input has the scholar and/or family provided?
- Is the student enrolled in interventions?
- Is the scholar's NWEA MAP RIT score below the grade level norm?

Analyze:

- How has scholar growth been monitored?
- Does the data show inconsistent scholar performance?
- Are there any patterns observed in the data?
- What strategies have been employed?
- How has the teacher intervened?
- What support specialists have been consulted?
- How does the scholar perform in other content areas?

Implement:

- What is the goal?
- What intervention(s) and/or strategies will be used to support the goal?
- Who will be implementing the intervention(s)?
- Where will the intervention(s) take place?
- How often will the intervention(s) take place?

- Evaluate:

- What tool will be used to assess the intervention(s)?
- How often will the intervention(s) be assessed?
- When will the intervention plan be reviewed?

Interim Steps

Between meetings, members of the team should all take responsibility for monitoring the fidelity of the selected instructional strategies and interventions, monitoring scholar progress, and fine-tuning the strategies based on classroom performance.

After the Meeting

- SAT Chairperson provides parent/guardian with a copy of the minutes
- Classroom teacher implements interventions discussed during the SRBI meeting and tracks progress toward targeted SMARTgoal (s) using the SRBI Goal Tracker. Academic/SEL progress is graphed in preparation for the follow-up SRBI meeting. A minimum of three measures of the same skill or behavior is required (e.g., if the scholar's primary area of concern is encoding, data must show at least three measures of encoding performance). [SAT/SRBI Goal Tracker](#)
- After six to eight weeks of intensive intervention, the SAT/SRBI team conducts a review of the progress monitoring data to determine if adequate progress has been made toward the goal (s). The team decides to continue with the existing goal(s) and/or strategies or to select new ones if adequate progress is made toward targeted SMART goal. The team may also decide to implement Tier III interventions if the rate of learning is inadequate to reach the goals.

SRBI/SAT Glossary of Terms

Alignment: the degree to which assessments, curriculum, instruction, instructional materials, professional development and accountability systems reflect and reinforce the educational program's objectives and standards.

Assessment: the measurement of knowledge, skills and beliefs to determine the level of student achievement in a particular content area (e.g., performance-based assessments, written exams, quizzes).

Baseline: the student's current level of performance in his or her focus area for improvement prior to implementation of an intervention.

Benchmark: a description of a specific level of student achievement expected of students at particular ages, grades, developmental levels, or during a specific point in the school year.

Benchmark Assessment: interim assessments administered periodically to measure students' mastery of standards-based curriculum objectives.

Best Practice: a technique or methodology that has been proven to reliably lead to a desired result through research and experience.

Common Assessments: a broad term for assessments that are given routinely to all students in a grade and/or content area and that are the same for all students in a grade or course. Common assessments may be summative or formative.

Common Formative Assessments(CFA): assessments that are the same across a grade level and/or content area, are used to inform and adjust instruction, and are not used to evaluate student progress for a grade.

Comprehensive Evaluation: an evaluation of a student that involves formal testing by specialists, with substantial input from general educators and families, to determine student eligibility for special education.

Core Practices: general education curriculums, instruction and social/behavioral supports for all students; this is Tier 1.

Curriculum Framework: Connecticut framework for a content area or developmental level (i.e., early childhood) that provides the guidelines for PK–12 student learning.

Curriculum: guaranteed course of study and learning objectives that integrates standards, instructional strategies, materials and assessments to ensure that all students are able to achieve standards.

Cut Points: cutoff scores on common benchmark assessments; cut points specify the score at or below which students would be considered for interventions.

Data Teams: teams of educators that participate in collaborative, structured, scheduled meetings, which focus on the effectiveness of teaching as determined by student achievement. Data Teams adhere to continuous improvement cycles, analyze trends and determine strategies to facilitate analysis that results in action. Data Teams can occur at the state, district, school and instructional level.

Data-Driven Decision Making (DDDM): a process by which district leaders, school leaders, teachers and parents review cause and effect data to determine strengths and prioritize areas in need of improvement to inform instruction, curriculum and policy decisions to positively impact student achievement.

Diagnostic Assessments: additional assessments used by both general and specialists to clarify and target the needs of individual students when the information provided by other types of assessments, such as common assessments, is not sufficient or too broad.

Disaggregated Data: Disaggregated data is a term used on the Center’s Tools Charts to indicate that a tool reports information separately for specific subpopulations (e.g., race, economic status, special education status, etc.).

Differentiated Instruction (DI): an approach to teaching that emphasizes ways to meet the differing needs and learning styles of students within the general education setting; for example, through the use of flexible small groups, different instructional materials or different ways of presenting the same content.

District Reference Group (DRG): classification system in which districts that have public school students with similar socioeconomic status and need are grouped together. Grouping like districts together is useful in order to make legitimate comparisons among districts.

Dual Discrepancy: the comparison between rate of growth and level of performance compared to grade level standards.

Evidence-Based Practice: Evidence-based practices are educational practices and instructional strategies that are supported by scientific research.

Fidelity of Implementation: use and delivery of curricula, instructional strategies, behavioral systems and interventions in the manner they were designed and intended to be used (e.g., adhering to the treatment time and key features required for a particular intervention).

Flexible Grouping: grouping of students that is changeable based on the purpose of the instructional activity and on changes in the instructional needs of individual students over time.

Formative Assessment: form of evaluation used by teachers to determine how to adjust instruction in response to student needs. With formative assessment, student progress is systematically assessed to provide continuous feedback to both the student and the teacher concerning learning successes and challenges. Formative assessments are used to inform and adjust instruction and are not used to evaluate student progress for a grade.

Grade Level Expectations (GLE): a description of what students should know and be able to do at the end of a grade level.

Growth: growth refers to the slope of improvement or the average weekly increase in scores by grade level.

Horizontal Data Team: team of educators that are responsible for data analysis and instructional/curricular decision making for a particular grade level.

Indicators: statement that tells us how intended results will be measured, and whether (or how far) these results have been achieved. Indicators are objectively verifiable and repeatable measures of a particular condition. An indicator can be expressed as a quantitative variable that allows the verification of changes produced by adult actions relative to what was planned.

Instructional Data Team: team of educators that are responsible for data analysis and instructional/curricular decision making for a particular grade level (horizontal team) or content area across grade levels (vertical team); they include school leaders, specialists and behavioral/mental health personnel. Common formative assessment data and samples of student work are analyzed to identify strengths and weaknesses in student learning and determine what adult actions and instructional strategies will best address students and learning objectives. The team reconvenes to analyze the effectiveness of the selected strategies as determined by common summative assessments.

L1: Native/First/Home language: The language a person acquires first in life; it is sometimes called a “mother tongue.”

L2: Second Language: The language a person acquires or learns in addition to the native language.

Local Norms: average patterns of performance defined in relation to a local population, such as that of a school or district.

Long-Range Goal: an academic benchmark, academic outcome or behavioral goal for a student receiving an intervention; if the intervention is effective, it will bring the student to his or her long-range goal.

Measure: tool (assessment or data) that will be used to assess the extent to which persons, organizations or things are demonstrating the characteristics described in the indicator statement.

Metric: the threshold of desired performance on student-level indicator, e.g., percent proficient, percent reading on grade level, number of students reporting three or higher on satisfaction surveys.

Multi-tiered System of Support (MTSS)- an instructional framework that includes universal screening of all students, multiple tiers of instruction and support services, and an integrated data collection and assessment system to inform decisions at each tier of instruction.

Norms: norms are standards of test performance derived by administering the test to a large representative sample of students. Individual student results are compared to the established norms.

National Norms: average patterns of performance defined in relation to a national population. NWEA (Northwest Evaluation Association™) Assessments: Measures of Academic Progress® (MAP®) – These computerized tests are adaptive and offered in Reading, Language Usage, and Mathematics. When taking a MAP® test, the difficulty of each question is based on how well a student answers all the previous questions.

Positive Behavior Interventions and Supports (PBIS): is a proactive approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional and academic success.

Performance-based Assessment (PBA): an assessment of student learning that calls for a demonstration and/or application of learned content that is integrated into lessons.

Priority Standard: learning standard that a school district has determined to be of particular importance for the students, based on what has been collaboratively determined, based on data and professional judgment to be important in life, school and on the state assessment. Priority standards are standards that endure over time, give students leverage in other content areas and prepare them for the next grade. Priority standards are revisited on an annual basis so that revisions can be made as new data are available (also known as a Power Standard).

Problem-Solving Approach: within the framework of Scientific Research-Based Interventions (SRBI), a problem-solving approach is used to individually tailor an intervention. It typically has four stages: problem identification, problem analysis, plan implementation and plan evaluation.

Progress Monitoring: regularly using data to track students' progress toward a goal, or a school or district's progress toward a goal for increased student achievement. Progress monitoring can be used to assess students' academic performance, to quantify a student rate of improvement and to evaluate the effectiveness of instruction.

Rate of Improvement: rates of improvement specify the slopes of improvement or average weekly increases, based on a line of best fit through the student's scores.

Reliability: reliability is the extent to which scores are accurate and consistent.

Response to Intervention (RTI): RTI integrates assessment and intervention within a multilevel prevention system to maximize student achievement and to reduce behavior problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities.

Results Indicators: describe the specific behaviors (both student and adult) that the Data Team expects to see as a result of implementing agreed-upon strategies. Results indicators help Data Teams to determine whether or not the strategies, if implemented with fidelity, are working prior to a summative assessment so that mid-course corrections can be made.

RIT Score: is an abbreviation for "Rausch Unit." The difficulty and complexity of each MAP assessment question is measured using the RIT scale. A student's RIT score indicates the level at which the student was answering questions correctly 50% of the time.

Rubric: scoring guide composed of set criteria and related levels of proficiency that is used to evaluate a student's performance, product or project.

Student Assistance Team- team of school leaders, educators and parents/guardians coming together to support scholars in need. This team is responsible for data analysis and decision making in Tier II and Tier III. They include certain core members (e.g., the school principal, the school social worker), as well as other members that may rotate on and off the team, depending on the needs of the student under consideration (e.g., special educators, or coaches).

School Climate: the nature of the interrelationships among people in the school community physically, emotionally and intellectually; how the people within the school community treat one another (adult to adult interactions, adult to student interactions and student to student interactions) through their actions, verbal and non-verbal exchanges, tone of voice and the use/abuse of inherent power advantages.

School Data Team: team of school educators, including the principal, teacher representatives and behavioral/mental support staff, who meet monthly to monitor the implementation and efficacy of the school improvement plan and monitor the progress of Instructional Data Teams to make curriculum and policy decisions.

Scientific Research-Based Interventions (SRBI): the use of educational practices, which have been validated through research as effective, for improved student outcomes. Educational practices that are implemented in a school or district which, through data analysis, demonstrate effectiveness (also known as Response to Intervention, RtI).

Skill Sequence: The skills sequence is the series of objectives that correspond to the instructional hierarchy through which mastery is assessed. **Slope:** a student's rate of improvement. Slope is determined by how the student is responding to the intervention. **SMART Goal:** a goal that is specific, measurable, achievable, relevant/realistic, time-bound

Students at Risk: In the Scientific Research-Based Interventions framework, students whose initial performance level and date of that initial performance level or characteristics predict poor learning outcomes unless intervention occurs to accelerate knowledge, skill or ability development.

Summative Assessment: assessment that is employed mainly to assess cumulative student learning at a particular point in time (e.g., SBAC, NWEA).

Tier I in Scientific Research-Based Interventions: the on-going general education core curriculum, instruction and social/behavioral supports for all students, with adequate differentiation of instruction.

Tier II in Scientific Research-Based Interventions: short-term (e.g., 8 – 20 weeks) interventions for struggling students who have not responded adequately to the Tier I core curriculum and differentiation of instruction; it is part of the general education system. Tier II instructional interventions should occur in 30-45 minute sessions 3-4 times a week with a maximum teacher- student ratio of 1:6. Student progress should be assessed weekly or biweekly.

Tier III in Scientific Research-Based Interventions: more intensive or individualized short term (e.g., 8 – 20 weeks) interventions for students who fail to respond adequately to the Tier I core curriculum and differentiation of instruction; it is part of the general education system. Tier III instructional interventions should occur for an hour each day with more frequent assessments than in Tier II and a maximum teacher-student ratio of 1:3. **Tier III Indicator:** narrative analysis of relationship between Tiers I and II; this can include conclusions, questions raised, next steps, etc.

Trend: the response of a student undergoing intervention; if the intervention is effective, the trend will show improvement toward the student's long-range goal, whereas if the intervention is ineffective, the trend will show no improvement toward the goal or even of worsening of performance (further from the goal-line).

Trendline: the single line of best fit when the student's successive scores during intervention are plotted on a graph the slope of the trendline shows the student's rate of improvement.

Universal Screening: usually as a first stage of a screening process, universal screening is conducted to identify or predict students who may be at risk for poor learning outcomes.

Validity: validity is the extent to which scores represent the underlying construct.

Vertical Data Team: team of teachers who teach the same content in different grade levels, who are responsible for data analysis and instructional/curricular decision-making, with regards to a specific content area.

Guide For Writing Measurable Objectives

Who is involved in the objective?

Name of student, staff members involved.

What is the problem being addressed?

Specifically state the nature of the problem including the data that led to its identification; identify and write the student's current level of performance.

What are the desired outcomes?

Specifically identify and write what the student should be able to do when the intervention period is completed.

How will the desired outcome be achieved?

Identify and list specific remediation strategies.

How will progress be measured?

What and how will data be collected to demonstrate growth and achievement of the objective? (test, observation, performance data, etc.)

Proficiency level

Identify and write the criteria for success.

What is the timeline?

Identify the timeframe for intervention including the frequency of intervention sessions and frequency of data collection. Plan backwards from the end date.

General Questions

What is the role of the SAT Chairperson?

The chairperson may:

- schedule meetings
- collect/analyze data
- facilitate meetings
- record meeting minutes
- identify members for SAT team
- communicate with parents

What is Scientific Research-Based Interventions (SRBI) and why are we doing it?

SRBI is an approach to education designed to ensure that all students receive high quality instruction in the general education curriculum as well as targeted interventions for those students experiencing learning, social-emotional or behavioral difficulties.

SRBI has 3 key components:

High quality, research based instruction in the general education curriculum that is differentiated and designed

1. To meet the diverse learning needs of students.

2. Research-based interventions designed to meet each individual learners' needs at the onset of concern about student performance. The focus of SRBI is prevention and early intervention.

3. Data-based decision making and regular progress monitoring to ensure effective student progress and fidelity of the intervention. Monitoring is used to make decisions about further needs for intervention. The State of Connecticut & NY mandates that all school districts in Connecticut & NY use these processes. Three tiers of support (or intervention) are developed at the district and school level.

What does the SRBI continuum support look like?

Tier I: All children receive high-quality curriculum and instruction in the general education classroom or program. Eighty percent of students are expected to achieve within the range of grade-level expectations without additional tiers of support.

Tier II: Students who need extra help in addition to the high quality instruction they receive in Tier I receive additional teaching strategies or methods that are proven to be effective in helping children learn. These teaching methods can occur in large or small groups, as well as in or outside the classroom. Ten to fifteen percent of students in a school may need this level of support.

Tier III: Students are given individualized or small group instruction with more frequency when a high level of support is needed. Up to five percent of students in a school may need this level of support.

Is SRBI a specific program that Capital Prep Schools must use? No. SRBI is not a specific program. However, there are district and school expectations set by the State Department of Education. Schools must use instruction and programs that are “evidence based” (based in scientific research).

Does SRBI look the same in every Capital Prep school? Core curriculum and universal assessments are the same across schools and grade levels. Schools determine how to best use their internal resources to provide tiered instruction based on student needs at that school.

If a child needs support, what will he/she miss during the school day? Teachers try to schedule intervention time so students do not miss content area (Tier I) instruction. Sometimes the intervention is provided in the classroom setting, while at other times, it is offered in small group or individual sessions outside the classroom. The amount of time out of the classroom varies based on the student needs.

How many students will be involved in the intervention lessons? That depends on several factors. If a child is receiving Tier 2 instruction, the support may be presented through small group instruction. If a child requires more intensive intervention, instruction may be individual or in very small groups.

Who provides instruction at each tier? Classroom teachers provide Tier I core curriculum instruction for all students. In addition to classroom teacher support, instruction may be given by a reading teacher, special education teacher, tutor, social worker or other staff member including those from the LEA based on the student's need at Tier II or Tier III.

How much time is needed for an intervention? When will a child be exited? That depends on the type of support the student needs. An estimate of time is determined when the student intervention plan is developed. The team monitors the student's progress regularly to determine if the support methods are working in a timely way. Some interventions may last for only a few weeks while others can last for a longer period of time.

What assessments are used to determine that a child needs additional instruction? Multiple types of assessment data is used to determine specific instructional needs. District level assessments (including universal assessments, MAP, SBAC, etc.) as well as “grade level expectations” are used to identify scholars who need additional instruction. In addition, classroom teachers continuously assess students and use this data to identify

students who may need additional instruction. In some cases, teachers may also administer additional assessments to gain more specific information about an area of concern.

How do you know a child is making progress through the intervention provided? A process called progress monitoring allows teachers to better understand a child's needs and demonstrate the growth a child is making in a specific area. Progress is monitored regularly to determine if the intervention is working.

If a child receives support, does this mean that he/she won't need special education later? Not necessarily. SRBI is designed to address learning difficulties. SRBI tiers of intervention work for many students. However, some children have specific disabilities or other special needs that require different support services. The SRBI process may be helpful in providing information that leads to special education identification for those children who require it. If a child has identified special needs, he/she will get special education instruction.

If a child needs Tier III interventions, does that mean that he/she has special education needs? Not necessarily. If more individualized or small group instruction results in positive gains, the team may determine that there is no need for a special education referral or services.

How do you know when a struggling student needs to be considered for special education? Sometimes a student does not make enough progress through the intervention used in SRBI. The teacher knows this from monitoring the student's progress. When progress does not occur, or occurs too slowly, the teacher tries a different strategy. The student's progress is checked again. If the student is still not meeting goals, the teacher may collaborate with other teachers through grade level team and/or SAT team meetings to develop a revised intervention plan which may include use of other building specialists or support staff. If a student continues to struggle, the child's team may request a Planning and Placement Team meeting (PPT).

Appendix

[Multidisciplinary Evaluation Report for Students Suspected of having Specific Learning Disability](#)

[Referral to Determine Eligibility for Special Education and Related Services](#)

[Reading Worksheet](#)

[Written Expression Worksheet](#)

[Mathematics Worksheet](#)

[NWEA MAP NORMS](#)

[Connecticut's Framework for RTI, \(August 2008\)](#)

[Language glossary](#)

[Language glossary 2](#)

[SAT Manual](#)

[SRBI for ELL](#)

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EDUCATION

University of Hartford, Hartford, CT **2008**
Doctorate, Educational Leadership

Dissertation: Upward Bound Project Staff's Perceptions of the Program Practices that are Most Effective and Transferable to an Urban High School

University of Pennsylvania School of Social Work, Philadelphia, PA **1995**
Masters of Social Work

University of Rhode Island, South Kingston, RI **1992**
Bachelor of Arts, Political Science

TEACHING EXPERIENCE

Middlesex Community College, Middletown CT
Lecturer – Psychology 101 **1998**
Developed the syllabus as well as all course materials. Administered all grades. Met with students upon request.

Capital Community College, Hartford CT
Adjunct faculty – Sociology, Minority Relations 232 **2001-2003**
Developed the syllabus as well as all course materials. Administered all grades. Met with students upon request.

Capital Community College, Hartford CT
Adjunct faculty – Psychology 253 **2004**
Developed the syllabus as well as all course materials. Administered all grades. Met with students upon request.

Capital Community College, Hartford CT
Adjunct faculty – Sociology, Minorities in the US **2005**
Developed the syllabus as well as all course materials. Administered all grades. Met with students upon request.

PROFESSIONAL EXPERIENCE

Capital Preparatory Magnet School, Hartford, CT

Founder/Head of Schools**2015-Present**

Developed and organized the team who would found Capital Preparatory Schools, a charter management organization that has opened four sites between Bridgeport, CT, Capital Prep Harbor Upper and Lower schools, Capital Prep Harlem Charter School (6-12) as well as the Capital Prep Bronx Charter School (6-12). The network began in 2015 with one school and 10 staff. Today the four sites have the capacity to educate over 2,000 scholars and support over 300 staff and faculty with its annual revenue of over \$40 million. Finally, the schools have built on the success of the magnet school by sending 100% of its majority poor and minority scholars to four-year colleges.

Capital Preparatory Magnet School, Hartford, CT

Founder/Principal**2004 -2015**

Researched, designed and implemented a pre-kindergarten through 12th grade, college preparatory school. Established organizational guidelines. Raised \$43 million dollars for its construction. Developed a partnership with Capital Community College, Johns Hopkins' Gifted & Talented program and the University of Hartford to offer college classes for high school students. Organize the development of the college preparatory curriculum. Market the school to 22 participating communities. Administer a \$7.2 million annual budget. Supervise 100 plus staff. Evaluate and support teachers and other staff. Work with parents, politicians and community stakeholders to support students' development. Communicate with corporate and community partners.

Capital Community College's Connecticut Collegiate Awareness Program, Hartford, CT

Founder/Director**1999-2004**

Designed and developed curriculum and programming to prepare 120 low income first generation middle and high school students for college, ConnCAP. Secured resources through grants-writing and collaboration. Counseled students and their families. Coordinated with East Hartford, Hartford, Bloomfield and Windsor Public Schools to develop best educational practices. Managed staff and a \$395,000 budget of public and private funds. The program sent 100% of its low-income, first generation students to college each year.

Candidate -33rd District, State Representative, Middletown, CT

Candidate**1997-1998**

Researched and developed a platform to meet the community's needs. As the first Black person to seek this office since the city's founding almost 350 years ago, it was essential to communicate with all racial and ethnic groups.

Eddy Homeless Shelter, Middletown, CT

Executive Director**1996-1997**

Initiated and administered resources to support the region's homeless adults through the operation of a 24-hour 365-day homeless shelter. Raised awareness

and funds through events and direct engagement. Took an organization, which was operating in the red, and managed the resources so that within 8 months the shelter had a surplus. Managed a \$250,000 budget. Built and maintained community support. Organized events and managed publicity. Oversaw daily operations, supervised staff, and counsel guests. Participated in community as well as statewide boards seeking to end homelessness.

Global Housing, Philadelphia, PA

Chief Operating Officer

1994-1996

Designed outreach techniques, a comprehensive marketing plan, including accompanying presentation materials. Constructed a model for community development through cooperative child-care. Wrote and copyrighted a homeownership program for first time homebuyers in some of the nation's poorest communities.

Jobs With Peace, Chester PA

Executive Director

1992-1993

Initiated and developed programs to organize Chester, PA, among the nation's poorest communities, around issues of jobs, housing and voter education. Sought grants, developed events as well as supervised a staff.

PUBLICATIONS AND PAPERS

<i>The Window Pain</i> , fiction	2001
<i>Naked Eating Chinese Food</i> , fiction	2003
<i>Man Up: Nobody is Coming to Save Us</i> , nonfiction	2006
<i>Upward Bound Project Staff's Perceptions of the Program Practices that are Most Effective and Transferable to an Urban High School</i> , Dissertation	2008
<i>Raggedy Schools: The Untold Truth</i> , nonfiction	2009
<i>Push Has Come to Shove: Getting our Kids the Education They Deserve Even if it Means Picking a Fight</i> , nonfiction	2011
<i>Essence Magazine</i> , Columnist	2009 - 2012
<i>Ebony Magazine</i> , Columnist	2012

AYANNA CARTER, Ed.D.

VISIONARY EDUCATIONAL LEADER

EDUCATION

Doctor of Education,
Instructional Leadership,
Honors: All Semesters
St. John's University, NY 2018

Superintendent of Schools,
#093 Program
Sacred Heart University, 2021

Building Administration and
Supervision, #092
Connecticut State Dept. of Education,
2019

Master of Science,
Adolescent Education, English
and Literacy,
Honors: magna cum laude
St. John's University, NY 2009

Bachelor of Arts,
Computer Information
Systems,
Honors: magna cum laude
President's List (All Semesters), 2005

EXECUTIVE PROFILE

A purpose driven educational leader with a deep commitment to increasing student growth by developing high performing educational teams; 15+ years in increasing academic growth within marginalized communities; possesses an ability to actualize pedagogy from theory into clear strategies

PROFESSIONAL EXPERTISE

Organizational Development

- ◆ Supervised 2 Principals, 4 other administrators, Teachers (40), Director of Operations, Office Managers, School Nurses, Athletics Director, and Sports Coaches [Capital Prep.]
- ◆ Inspired high performing teams through effective goal setting, relationship management, and performance management strategies
- ◆ Coached and facilitated weekly Professional Learning Communities, within the school building and network-wide; resulted in increase in instructional growth
- Designed and provided professional development opportunities for instructional, cultural, and operations staff, promoting a growth-mindset
- Provided staff with opportunities to advance their professional certifications
- Led and managed the hiring process (i.e., recruitment, application, interview, offer, and employment process) [Capital Prep. and Equality]
- Multi-year Steering Committee Member; guiding school-wide priorities [Equality]
- Created and implemented a tracking system for school-wide culture goals
- Data driven leadership: leveraged past student outcomes to develop a School Improvement Plan, setting the academic and cultural goals for the year ahead
- Instrumental in updating board policy on technology

Student Achievement and Progress

- Established a vision for individual student academic and behavioral success; worked alongside Superintendents, District Administrators and Instructional Staff

203.556.6516

ayanna.henry@gmail.com

LinkedIn ([link](#))

Connecticut



AYANNA CARTER, Ed.D.

VISIONARY EDUCATIONAL LEADER

CAREER HISTORY

Assistant Superintendent of CT School Leadership

Capital Preparatory Harbor School, Bridgeport, CT 2022 — Present

Principal

Capital Preparatory Harbor School, Bridgeport, CT 2018 — 2022

Dean of Academics,

Capital Preparatory Harbor School, Bridgeport, CT 2017 — 2018

Department Head of Content Area Literacy,

Social Studies and Science, Equality Charter School, NY 2016 — 2017

ELA Teacher, 8th Grade,

Equality Charter School, NY 2013 — 2016

Faculty, Dept. of English,

Education, Communication, Liberal Arts, Monroe College, NY 2010 — 2013

Adjunct Faculty,

ESL Department, Hudson County Community College, NJ 2012 — 2013

Admissions Counselor,

Monroe College, NY 2010 — 2012

Administrative Adjunct Instructor,

CUNY Medgar Evers College, NY 2008 — 2011

- 100% of scholars were accepted into a 4 year college or university, a total of 489 college acceptances for the 2020 graduating class [Capital Prep]

Student Achievement and Progress, Continued

- Drove student success regardless of their challenging socio-economic hardships (100% free or reduced price lunch) [Capital Prep.]
- Outperformed neighboring Connecticut school districts in state test scores and graduation rates [Capital Prep.]
- 80% pass rate on 2016 NY State Science exam [Equality]
- 83% of students demonstrated growth in Social Studies, using Mastery Connect to support academic interim assessments [Equality]
- 100% student growth in NY State Test scores; moved scores from 45% to 85% overall proficiency, despite students entering the school with levels 1 to 2 [Equality]

Curriculum Development

- ◆ Experienced in employing pedagogical frameworks: The Hope Theory (C.R. Snyder), Danielson, Teach Like a Champion, and Universal Design for Learning
- ◆ Designed and executed a curriculum mapping process to integrate data, state standards, hands-on learning activities, and performance-based tasks
- ◆ Created and developed various curricula, leveraging expertise to set a framework for developing rigorous college and career preparation
- ◆ Improved performance by modeling and providing differentiated classroom instruction, while leveraging the individual learning style of Teachers
- ◆ Developed the classroom learning objectives to support teachers, ensuring lesson objectives were achieved using manipulatives, visual aides, and other methods in relation to student data outcomes
- ◆ Developed Curriculum Teams to consistently monitor student data, utilizing the MWEAA assessments to measure student growth
- ◆ Responsible for applying literacy curriculum development expertise
- ◆ Assisted the Equality Principal in modifying the English Language Arts curriculum
- ◆ Designed a Professional Development curriculum for Teachers, by leading a team of Principals to leverage student and teacher data outcomes

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ayanna.henry@gmail.com

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Connecticut



AYANNA CARTER, Ed.D.

VISIONARY EDUCATIONAL LEADER

HIGHLIGHTS

SIFE Leadership Service Award,
Community and Educational Outreach
2004 — 2006

NYC Big Apple Teacher Award,
Instructional Excellence and Student Mentorship, Semifinalist
2016

KEY SKILLS

Visionary Leadership
Board Development
Process Improvement
Financial Oversight
Budgeting
Data Analysis (Qualitative and Quantitative)
Employee Development
Project Management
Change Management
Organizational Development
Strategic Mapping and Planning
Student Equity
Relationship Management

- ◆ Developed data-driven lessons for students who speak English as a second language, as well as those taking remedial courses [CUNY]

Improving School Culture and Family Engagement

- ◆ Pioneered the launch of positive behavior systems, Response to Interventions (RTI), Restorative Practices, and CORE (Culture of Respect and Empathy)
- ◆ Forged relationships with community members to increase school presence
- ◆ Updated the RTI process for student intervention and learning slide during the Pandemic
- Increased parent communication through online platforms
- Developed culture staff to ensure a universal school culture (i.e., classroom norms, multi-tiered interventions, and behavioral responses)
- Amplified student voice, by establishing Student Government Teams which collaborated on ideas with School Leadership
- Created extra-curricular programming, inclusive of sports teams, after-school clubs, and socio-emotional support groups

Operational Efficiency

- Created a school-wide Standard Operating Procedures (SOP); Implemented universal inter-departmental practices via an employee handbook
- Ensured smooth running of schools by coordinating the seamless operations of programs, timelines, facility usage, agendas, and budgetary concerns
- Oversaw and collaborated with the Director of Operations: ensured the management of school foods, student enrollment, and transportation
- Created detailed timelines for each initiative; Assessed, tracked, and drove towards project completion, while ensuring team accountability

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ayanna.henry@gmail.com

LinkedIn ([link](#))

Connecticut



AYANNA CARTER, Ed.D.

VISIONARY EDUCATIONAL LEADER

ADDITIONAL CERTIFICATIONS

Introduction to Data Wise:
Process to Improve Learning &
Teaching,
Harvard University,
2020

Advanced Certificate of
Instructional Leadership,
Honors: magna cum laude, St.
John's University, NY 2015

Dignity for All Students Act (DASA)
Certified
2014

CPR (Adult and Child)
Current

A.L.I.C.E. Active Shooter
Completed

NY State ELA Secondary
Active

CT State Building Administrator
092 Certification
Active

CT State Superintendents
093 Certification
Active

Mandated Reporter Training
Concussion Training
Current

Publication(s):

Hope matters: A study of how teacher and student hope affects reading progress in secondary school
[Carter, Ayanna N.](#)

St. John's University (New York) ProQuest Dissertations Publishing, 2018. 10867610.

203.556.6516

ayanna.henry@gmail.com

[LinkedIn \(link\)](#)

Connecticut



Bishop Dr. W. Vance Cotten, Sr.

Experience:

Pastor of Shiloh Missionary Baptist Church, Middletown, CT 1992 - Present

Oversees over twenty-five active ministries (the majority of which were instituted under his leadership). Manages a thriving and growing children's ministry. Some of the youth ministries include a youth choir, praise team, several youth praise dance ministries, a weekly youth prayer, bible study group and a monthly youth forum to discuss topics and issues relevant to today's youth. The second Sunday of each month is set aside for the children's ministry to carry out the entire Sunday morning worship services.

Assistant Pastor of Shiloh Missionary Baptist Church, Middletown, CT 1989 - 1992

CEO

- Shiloh Baptist Community Development Corporation
- Shiloh Manor Elderly Housing, Inc.
- W. V. Cotten Ministries

Consecrated to the Office of a Bishop September 2014

Now Faith Financial Cooperative, Founder

Found a branch of the Seasons Federal Credit Union, with a net worth over 100 million dollars.

Now Faith Interdenominational Fellowship, Inc., Founder

The Christian Leadership Bible College of Middletown, Connecticut, Chancellor

The Board of Hartford Behavioral Health, Former President/Chairman & Former Executive Director

Middlesex County Substance Abuse Action Council, Member

H.O.P.E., Inc. (Home Ownership Providing Empowerment), Member

Former Councilman of Middletown, Connecticut

Former Delegate to the African Summit in Washington, DC

Community Renewal Team (CRT), Former Executive Board Member

Middlesex United Way Board of Directors, Former Member

Middletown Police Department Leadership Council, Former Member

Connection Board of Directors, Former Member

The Middletown Board of Education, Former Member

Education:

Doctorate of Divinity 2000

Eastern Theological Seminary in Lynchburg, Virginia

Sustaining Urban Pastoral Excellence Program 2007

Boston University, School of Theology

SANA L. COTTEN

50 Ferry Street, Apt 1C, Middletown, CT 06457 (860) 759-5773 (c)

sanacotten@gmail.com

SKILLS

Excellent communication and interpersonal skills both verbal and written, Ability to interact with wide range of people. * Advanced organizational skills * Storytelling experience*Active Listening * Strong judgment and decision-making skills * Strong leadership and motivational abilities * Logistics * Community Outreach * Data Base Management * Networking * Attentive to detail * Notary Public * Computer skills: *MS Word, Excel, Outlook, PowerPoint.*

EMPLOYMENT HISTORY

Unashamed Inc., Middletown, CT

Founder and Executive Director

10/2018 to Current

- Identify new donors and negotiate funding
- Foster positive community relationships through participation in local events, youth programs, social media threads, surveys, monthly community luncheon forums, and more
- Increase community awareness
- Create budgets based on the organization's financial needs
- Responsible for planning, organization, and direction of the organization's operations and programs.
- Develops and implements consistent inventory and cost accounting policies, procedures, and operational reporting/metrics.
- Oversees and reports on the organization's results for board of directors.
- Prepares accurate and timely analyses that capture and communicate fundraising results, variances, and performance trends.
- Provides leadership to and manages the efforts of site staff to ensure appropriate support of all departments.
- Retains a diverse, highly qualified staff and volunteers by providing career coaching, growth, and personal development for workers.
- Ensures that services and funding relationships are robust enough to meet or exceed strategic goals and objectives.

Faith Asset Management, LLC, East Hartford, CT

Regional Property Manager/Property Manager

01/2011 to 01/2017

- Supervised employees and contractors.
- Conducted formal site inspections of building interior and exterior. Made recommendations for physical repairs.
- Ensured observance of safety regulations.
- Supervised leasing personnel. Implemented marketing plan.
- Periodically reviewed rental applications and lease forms for accuracy and compliance with established policies and procedures.
- Supervised rent collection in accordance with policies and procedures manual.
- Reviewed and helped develop annual property management plan and operating budget.
- Approved expenditures in accordance with budgets and Company policy and procedures.
- Handled employee selection, training, and assures that all supervised employees comply with the appropriate policies and procedures.
- Ensured property files and records are maintained.

Education

- Middlesex Community College Middletown, CT **Assoc Degree 2024**
- HUD Fair Housing Training; **NCHM Certified Occupancy Specialist (HUD 4350.3)**, NCHM Certified Manager of Maintenance, NCHM Tax Credit Specialist

Reverend Moses L. Harvill

Education:

May 1993 Yale University, M. Div., Parish Ministry
May 1985 Rensselaer Polytechnic Institute, M.B.A., Human Resources
May 1974 Alabama A&M University, B.S., Business Management

Experience:

Pastor of Cross Street AME Zion Church

1993 - present

Accomplished great exploits for the Lord-including the building of a beautiful new, larger edifice in 2007 designed to accommodate more people and to serve the community more effectively through forty plus ministries. The church continues to grow spiritually, numerically, and financially.

Civic Engagement through Service on the Board of Directors

- I Have A Friend Youth Center
- Cross Street Training & Academic Center, Inc
- Nehemiah Housing Corporation
- St. Vincent DePaul Place
- Middlesex United Way Board of Directors
- Planned Approach to Community Health (PATCH)
- Yale University's Black Seminararians
- IMPACT Professional Business Organization
- The Alabama Council on Crime and Delinquency
- Alabama Peace Officers Association

Affiliations/Additional Service

- **Northeastern Episcopal District**
- **New England Conference of the African Methodist Episcopal Zion Church**
- **Ministerial Alliance of Middletown**, key organizer and Chair of Housing Coalition
- **H.O.P.E., Inc. (Home Ownership Providing Empowerment)**

Serves as president and founder; local families have been given the opportunity to become first-time homeowners.

- **City of Middletown Jones Fund, Chair**

Funds have been distributed to benefit persons in financial need in the city of Middletown.

- **Amazing Grace Food Pantry**, an organization providing food for needy families in Middletown

Served on the initial committee for organization and development

- **Middletown Community Good Friday Service**

Instituted and sponsored the first service at Cross Street AME Zion Church. Twenty -five local area churches participate in the annual service.

- **Back-To-School Community Day**

Organized and developed a successful event providing school supplies and accessories to over 500 children in the Middletown community. This annual event has been attended by the mayor of the city, the school superintendent, and social service agencies and other community organizations and businesses.

- **Cross Street Training & Academic Center, Inc.**, an after-school tutorial program, Provided guidance and support for the established the 501(c) (3) non-profit.

DARIO HIGHSMITH

24 Kent Court
Middletown, Ct.

860-538-6648

highsmithdario@gmail.com

PHILOSOPHY

I will continue to create a better way of life for everyone I serve. Working to assist and guide children that have been psychologically and physically abused through positive energy and understanding the reasons behind behaviors.

EDUCATION —

High School
Middletown High school
Middletown, Ct
-Diploma

Middlesex Community
College
Middletown, CT
-Associates Degree

EXPERIENCE

06/99 - Present
State of Connecticut(DCF)
Children Service Worker
-Counsels and Advises residents individually and in group settings
-Maintain a therapeutic milieu by meeting Psychological and Physical needs of the residents
-Teach residents self support skills to improve there quality of life
Counsel residents when having behavioral issues

Trainings

CERTIFICATIONS
-Certified Mandt Trainer teaching building healthy relationships to employees
-Certified T.A.C.E Trainer teaching physical restraining techniques to employees
-Completing Basic First Aid and CPR Trainer Training

LEADERSHIP

Team
-Patient Advocate
-Group Leader
-Coached Basketball
-Coached Football

REFERENCES

AVAILABLE UPON REQUEST

YVETTE HIGHSMITH FRANCIS

31 Empire Way, Bristol CT 06010

203-560-6167

YvetteHighsmith@gmail.com

Notable Attributes

- 30 years of experience in social/human services, health care settings.
- Lifelong commitment to the empowerment of people through organization, education and advocacy.
- Communication and leadership skills proven in diverse cultural and socio-economic settings.
- Commitment to racial, ethnic health equity and social justice
- Effective consultant to non-profits and faith based organizations for strategic planning and development

Professional Experience

Community Health Center, Inc.

Regional Vice President 2014 -current

Senior leadership oversight of all operations and services delivered in eastern portion of CT for a statewide, federally qualified health center

Senior leadership oversight of comprehensive statewide school based health services; Overseeing health services to over 17,000 school age children and partnerships with over 20 education districts

Responsible for strategic planning and partnership development in region

Senior oversight of fiscal success of 8 comprehensive primary care centers; delivering medical, dental and behavioral health services in Enfield, Hartford, New Britain, Middletown, Clinton, Old Saybrook, New London and Groton, CT

Responsible for talent acquisition, coaching and mentoring of employee ranging from administrative to clinical providers

Yvette Highsmith & Associates Consulting, LLC

Principal/Owner 2018-current

Providing a range of services to non-profit and faith based organizations for strategic growth, development and capacity building

**Community Health Center, Inc.
Regional Director Hartford & New Haven County Sites, 2006-2014**

Responsible for the daily operation, fiscal success, program development, planning and supervision of 5 comprehensive primary care clinics located in the eastern region of the state

Maintains a well-trained, competent, and committed staff for all positions

Responsible for strategic planning and partnership development

**Community Health Center, Inc.
Director, HIV Services, 2002 - 2006**

Responsible for the planning, development, and program oversight related to two major federal initiatives and several state funded initiatives

Responsible for budget development

Responsible for recruitment and hiring of 18 employees

Responsible for providing supervision to case management and outreach staff

Effectively collaborate with various agencies and providers for service coordination

Represent organization on community based planning councils and consortia

Responsible for coordinating Middlesex County Regional Consortium and consumer advisory boards

Education

Cambridge College, Master of Business Management 2007

Long Island University, Bachelor of Arts 1989

UCLA/Johnson & Johnson Health Care Executive 2010

CT Health Foundation Leadership Health Fellow - 2009

Affiliations

United Way of Central CT – Board of Directors, Vice Chair

Grace Academy – Board of Directors, Vice Chair

Hartford Health Care – Corporator

Connecticut Health Foundation Community Advisory Committee

Alpha Kappa Alpha Sorority, Inc. – Epsilon Omicron Omega Chapter

CT ACHE, Member

NAACP – Middlesex County Branch

The First Cathedral – Ministerial Staff

Stepfan Holley

30 Maple Street, Middletown, CT, 06457

(860) 316-7725

StepfanHolley@yahoo.com

Professional Summary

Skills

- Certified Forklift Operator
- Physically fit and agile
- Shipping and receiving
- Product selection
- Excellent sense of direction
- Safety-conscious
- Warehouse and manufacturing operations
- Excellent time management
- Certified Pallet Jack Operator
- Fast learner
- Loading and unloading
- Warehouse and fulfillment
- Inventory management
- Physical stamina

Education

Sociology - Some college (No degree)

Post University - Waterbury, CT

Work History

Fulfillment Associate - June, 2007 to Present

Peapod - Cromwell, CT

- Reports inventory balances and out of stock items.
- Keeps assigned work areas clean and orderly to promote quality and efficiency.
- Operates handheld scanners to collect and scan in/assign merchandise to slotted location tags throughout fulfillment process.
- Transports and stocks all overstock to storage areas.
- Loads/Unloads cargo; to and from trucks with Flatbed Carts, Wired Shelving Racks, U-Boat Carts and Pallet Jacks.
- Communicates with Department Managers to determine short inventory and out of stocked merchandise.
- Assists in the picking and loading process as required by business needs by efficiently picking and assembling orders.
- Accepts, processes and fills orders in a timely manner.
- Coordinates with other associates on day-to-day work activities to drive productivity and achieve operational objectives.
- Trains new associates and collaborates with existing employees on daily tasks.

Additional Information

Volunteer Work

Capital Prep (Hartford) Basketball

2010-Present

Prof Gallito Basketball

2012-2016

Middletown High Basketball

2021-Present

BARBARA W. HOLLOMAN
95 Acorn Drive, Middletown, CT 06457
(203) 886-5802

WORK EXPERIENCE

COMMUNITY HEALTH NETWORK OF CONNECTICUT, INC.
Director of Health Equity

07/2021 – PRESENT

- Works collaboratively with leadership and outside stakeholders to implement a statewide strategy to improve access, health, and health incomes and to address race/ethnicity, LGBTQ, geographic, and income related disparities
- Works closely with staff and community leaders to understand key barriers impacting HUSKY Health members and communities
- Assists with the strategic design of the health equity program and collaborate with operational areas responsible for execution and implementation of evaluation of health equity efforts
- Works to advance the health equity, diversity, and inclusion programs for the organization

Privacy Program Manager

07/2019 – 06/2021

- Handles various privacy operations for the Compliance department related to auditing, training, administering member privacy rights and member authorizations/consent forms
- Prepares and delivers audit reports with corrective actions as applicable to Managers
- Works closely with Compliance Officer to investigate and conduct breach risk assessments and gather all information to report incidents to the Department of Social Services' Privacy Officer
- Assists Compliance Officer, Human Resources, and Chief Information Security Officer with effective, confidential investigations of employee complaints, issues, and occurrences of unethical behavior
- Conducts a thorough compliance review of all company materials for external audiences submitted by Corporate Communications meet CHNCT's standards and coordinates final review and approval process of HUSKY Health materials with Department of Social Services
- Conducts ongoing training for all staff on our privacy policies to ensure that all employees are familiar with the company's expectations regarding privacy
- Collaborates with various CHNCT departments on compliance and privacy-related issues and questions
- Provides guidance and direction to Compliance department staff regarding privacy program activities and priorities
- Develops and maintains productive staff relationships across all levels and operating units of the company
- Participates in various department staff meetings to assist with the review, revision, and creation of process documents and trainings for staff to follow to ensure compliance with regulations and/or policies and procedures

- Compliance Program Manager 02/2015 - 06/2019
- Managed various aspects of the Compliance and Ethics program including monthly Compliance Hot Topics and the annual Compliance and Ethics Week
 - Trained all new-hire staff on Compliance & Ethics to provide guidance and encourage employees to report compliance issues and reduce the probability of unlawful, unethical or improper conduct
 - Lead and facilitated the monthly Compliance & Ethics Workgroup meetings created to assist departments in reinforcing a corporate culture to promote ethical behavior and prevention, detection and resolution of instances of non-compliance throughout the organization
 - Handled and processed all attorney and legal requests for records
 - Conducted Compliance & Privacy Risk Assessment interviews with Senior staff to identify company and department-specific risks related to compliance and privacy issues
 - Assisted with Privacy & Security audits for internal and telecommute staff to assure compliance with internal policies and various federal and state laws regarding confidentiality and privacy

Compliance Auditor	06/2004 - 01/2015
Credentialing Coordinator	02/2001 - 05/2004
Credentialing Associate	04/2000 - 01/2001

EDUCATION

ALBERTUS MAGNUS COLLEGE, New Haven, CT May 2020
Master of Business Administration

ALBERTUS MAGNUS COLLEGE, New Haven, CT August 2012
Bachelor of Science, Business Management

ALBERTUS MAGNUS COLLEGE, New Haven, CT May 2010
Associate of Science, Business Management

PROFESSIONAL SKILLS AND TRAININGS

- Effective and strong communication, both oral and written, and interpersonal skills with prior experience managing relationships at the highest levels of the organization
- Demonstrate skills of imagination, creativity, and innovation
- Exceptional facilitation, presentation, and organizational skills, with the demonstrated ability to work independently
- Attended numerous training sessions on compliance and privacy topics conducted by legal and compliance experts

OTHER RELEVANT EXPERIENCE & AFFILIATIONS

- Health Equity, Diversity and Inclusion Team
- COVID-19 Health Equity Town Hall Planning Committee
- Health Care Compliance Association (HCCA) Member

BARBARA W. HOLLOMAN

95 ACORN DRIVE, MIDDLETOWN, CT 06457 (203) -886-5802 BFOR THEYOUTH@AOL.COM

Volunteer with 25+ years of experience serving various organizations in my local area.
Passion for community service has led me to help thousands of locals in need.

VOLUNTEER EXPERIENCE

MIDDLESEX UNITED WAY

Racial Equity & Inclusion Team, June 2021 – Present

- Identify, engage, collaborate with the BIPOC (black, indigenous, and people of color) community and nonprofits
- Identify and recommend ways to address current and emerging community needs
- Collaborate with other Focus Area teams to embed racial equity lens in funding priorities/strategy

Chairperson January 2022 – Present

- Work with committee members to promote our mission and racial, equity and inclusion with our current and potential partners
- Participate in discussions regarding education for the committee
- Provide input to the Community Impact Council and Board regarding the strategic plan for racial, equity and inclusion for the organization

Housing Team, November 2020 – Present

- Focus on the homelessness prevention, emergency shelter, supportive housing, affordable housing, working countywide on the need for safe, decent, and affordable housing for all
- Participate in the annual review process on the steps the organization/program has taken to advance its commitment to diversity and inclusion and identify primary service-delivery approach
- Lead discussions on how partner/organizations recruit staff and board members that reflect the community they service, the importance of establishing policies and practices that support racial equity and inclusion in their hiring policy, and participating in community conversations about race and inequities

Women's Initiative, Secretary, November 2019 – Present

- Ensure that women have the resources and support they need to make healthy choices, have financial stability, the education and tools needed to be independent and self-sufficient, and childhood development

MIDDLESEX HEALTH WOMEN'S WELLNESS FUND

Steering Committee Member, July 2020 – Present

- Advocates for, educates about, discuss and recommend funding priority health projects such as the Perinatal Social Work Program (a program which connects pregnant women facing extreme circumstances with community resources to support their social determinants of health needs)

- Co-organized Real Health Talks and Self Care for our Times Dialogues – a virtual series to engage women in our community, in particularly women of color, in self-care and wellness with interactive conversations

MIDDLESEX COUNTY NAACP BRANCH

Executive Committee Member, October 2018 – Present

- Health Equity Focus Groups for African Americans and Latinos Project
- Women in the NAACP (WIN) Committee, Chairperson
 - partnered with and promoted services provided by New Horizons Domestic Violence Services
 - Greater Middletown COVID-19 & People of Color Initiative
 - Reading Pilot Program for Girls of Color
 - Human Resources Agency of New Britain, Inc. presentation on HIV/AIDS Awareness

SHILOH MISSIONARY BAPTIST CHURCH

January 2013 – Present

- Advocate and scheduler for the makeshift Faith-Based COVID-19 Vaccination clinic for the faith-based community, in partnership with the Community Health Center, Inc., to provide both easy and efficient options for communities of color after recognizing the disparities
- Organized the annual community Breast Cancer Awareness program to bring awareness to and educate women of color of all ages on the importance of self-checking and yearly mammograms
- Lead the annual community Heart Healthy event to educate women and men of color on the importance of annual check-ups, having a relationship with your provider, and healthy cooking
- Assisted with the organization of the annual community Family Health & Fun Day event
- Shiloh Community Development Corporation, Recording Secretary
 - Co-organized the Family Relief Project for families affected by the partial government shutdown in partnership with the CT Food Bank Mobile Pop-Up Pantry
 - Co-chaired the Family Relief Food Drive to benefit government employees and SNAP benefits recipients affected by the partial government shutdown in partnership with the Shiloh Food Pantry

AMERICAN HEART ASSOCIATION (AHA) - CONNECTICUT

- *Ambassador, March 2017 – Present*
 - Raise awareness statewide on stroke and heart disease to low-to-moderate income families, in particular the Black and Latino communities
 - Promote the importance of health care provider relationships (financial constraints to pay for medications so a plan can be developed to identify alternative community resources), communication and follow-up with your provider

- *2021 New Haven Go Red for Women Heart Walk Volunteer*
 - Raised funds to support the AHA fight against COVID-19
- *2021 Heart for Life Facilitator*
 - Promote healthy cooking and nutrition in underserved communities statewide

HEARTFELT CONVERSATIONS

Founder, 2015 – Present

- Women’s support group to help stroke and heart disease survivors uncover hidden strengths and renew hope
- Provide statewide educational webinars, workshops, and cooking demonstrations to raise awareness of stroke and heart disease and the benefits of living a plant-based lifestyle

MERIDEN EARLY CHILDHOOD COUNCIL/BLUEPRINT

Board Member, 2008 – 2011

- Worked with a team of local parents and community leaders, Meriden Children First, Meriden School Readiness Council
- The blueprint was created to engage the diverse community to build upon current strengths to improve health, safety, and learning for children from birth to eight years old
- Identified and concentrated on family economic success, early childhood education, health, and family involvement
- Assisted in the implementation of Meriden's Family Zone. This initiative serves a very diverse student population. According to school records, 14% of the student population is African-American, 25% white, 49% Hispanic, and 12% multi-race

EDUCATION/TRAINING

- Meeting at Crossroads of HIV & Aging – National LGBTQIA + Health Education Center
- CPR and Opioid Use in Communities of Color – AHA EmPOWERED to Serve – Roundtable
- Social Determinants of Health, OPTUM, Inc.
- Culturally Competent Care: A Must-Have Skill for Today’s Healthcare Team – EBSCO Health
- Improving Health Outcomes for Black Mamas through Holistic Midwifery Care (Black Mommas Matter)
- Creating an LGBT Affirming Organization – YMSM + LGBTG ATTIC – Center of Excellence
- Declarations of Racism as a Public Health Crisis: Utilizing Declarations to Address Health Inequities – The Network for Public Health Law; American Society of Law, Medicine & Ethics
- Christian Leadership Bible College, Inc. – Bachelor of Theology, May 1998

Apostle William J. McKissick, Jr.

174 Willowcrest Drive Windsor, CT 06450 860.983.2760 revmack101@aol.com

Professional Experience

Connecticut Department of Corrections, Suffield, CT **Dec 1993-Apr 2022**

Chaplain; MacDougall-Walker Correctional Institution

Duties included: administer, supervise, and perform work involved in a program of spiritual welfare and religious guidance for inmates in the correctional facility setting.

IBM Corporations, Hartford, CT **Dec 1969-Mar 1999**

Account Administrator

Duties included: assigning and managing access for users, creating resource groups, creating access groups, creating trusted profiles, viewing billing details and tracking usage, and creating service instances.

Middlesex Institute of Technology and Theology, Middletown, CT **Aug 2010-Present**

Adjunct Professor

Duties include: developing curricula and delivering course material, attending conferences, delivering presentations, and networking with others in the field.

Achievements

IBC Elevation to Office of Apostle **April 2012**

IBC Elevation to Office of Bishop **June 2009**

Senior Pastor **1989-Present**

New Jerusalem Christian Center, Middletown, CT

Interim Pastor **1985-1986**

Blue Hills Baptist Church, Hartford, CT

Associate Minister **1983-1985**

First Baptist Church, Hartford, CT

Community Activism

Interdenominational Ministerial Alliance, Middletown, CT

President

Youth Challenge International, Hartford, CT

President

Home Ownership People Empowerment (H.O.P.E.), Middletown, CT

Vice-President

Juvenile Review Board (J.R.B.), Middletown, CT

Board Member

Education

Master of Science, Divinity, Biblical Life College & Seminary

Bachelor of Science, Religious Studies, Biblical Life College & Seminary

Black Ministries Program, Graduate, Hartford CT Seminary

Awards

National Council of Adoption Award Recipient

Connecticut Council of Adoption Award Recipient

Y.M.C.A.'s Black and Hispanic Achievement Award Recipient

IBM Means Service Award Recipient

Linda B. Miller
551 Shuttle Meadow Ave.
New Britain, CT 06052
860-202-4213
lindamiller227@yahoo.com

EXPERIENCE

Middletown Board of Education, 311 Huntinghill Ave., Middletown, CT - *Substitute school nurse and substitute teacher - September 2009-present*

Middletown Board of Education, 311 Huntinghill Ave., Middletown, CT — *8th grade science teacher*
September 2002-June 2009

Middlesex Hospital, 28 Crescent St., Middletown, CT — *Registered nurse and Infection Control manager*
November 1976-June 2002

EDUCATION

State of Connecticut Alternate Route to Teacher Certification — *Middle School Science certificate*
2002

Western New England College, Springfield, MA — *MBA*
October 1996-October 1998

Easter Connecticut State University, Willimantic, *Bachelors of General Studies*
September 1990-May 1994
Ona M. Wilcox School of Nursing - Nursing diploma
1984-1989

ACTIVITIES AND HOBBIES

Member of Muhammad Islamic Center of Greater Hartford, serving on its board and chairperson of the Human Services committee
Member of the Muslim Coalition of Connecticut, serving on its Speakers Bureau and its Community Service committee serving shelters (past chair of Speakers Bureau)
Member of the Greater Hartford Interfaith Action Alliance

Member of The International League of Muslim Women - New England Chapter (past secretary)
Member of the Middlesex County NAACP
Mentor for the Middlesex County Chamber of Commerce Mentor program

42 Oak St
Middletown CT 06457
860-398-1897
Afourdz2@gmail.com
www.Linkedin.com/PUB/DeLitaRose-Daniels

DeLita M. Rose-Daniels

Objective A highly motivated client centered Human Service Provider dedicated to health and education equity who is skilled in program development, coordination, transitional and medical case management, group and independent level interventions, community outreach and direct client care seeking a position where my program development skills in collaboration with my human service experience and organizational practices are utilized to deliver high quality client care while building rewarding relationships and programs to benefit the clients' welfare. Experience with diverse compromised underserved populations that have been marginalized by poverty, health disparities, race and other socio economic factors.

Experience **Ryan White Program Manager HCV/HIV Project-Temporary**
June 2019- current

Provide program development and oversight for HRSA funded SPNS Grant to lead the Ryan White Human Immunodeficiency Virus/Hepatitis-C Virus program. Coordinate public health programs in seven health care settings, conduct needs assessment, develop implementation plan, coordinate with the training consultant to provide training to medical provider, peer navigators as well as HIV/HCV consumers. Coordinate activities that will increase access to HCV care and treatment; Work with medication adherence nurses to improve adherence among HIV/HCV population. Develop a campaign to inform HIV/HCV population of treatment opportunities. Monitor health outcomes using the HIV/HCV work plan. Prepares HIV/HCV reports and summaries for the Health and Human Services Department and funding agencies. Serves as a representative on statewide and national level.

- Coordinate with YALE and AETC for capacity building
- Monitor HL7 bridge, providing TA as needed
- Coordinate public health programs in seven health care settings
- conduct needs assessment
- develop implementation plan, sustainability plan, work plan
- coordinate to provide training to medical providers, peer navigators, EIS and Community Health Workers as well as HIV/HCV consumers.
- Coordinate activities that continue to increase access to HCV care and

treatment across the Ryan White Continuum and the private sector

- Provide education and training to local health departments (target New Britain, East Hartford and Vernon), Opioid Tasks Force and, non-Ryan White providers
- Develop and maintain campaigns to promote HCV/HIV education, to include dismantling Stigma and inform HIV/HCV population of treatment opportunities and resources.
- Collaborate with State Department of Public Health to develop a micro-elimination plan for HCV.
- Monitor health outcomes using the HIV/HCV work plan.
- Provide CAREWare TGA Wide training on HCV HAB measures to all providers creating a systematic approach to care to cure.
- Prepares HIV/HCV reports and summaries for the Health and Human Services Department and funding agencies.

Ryan White Program Manager

September 2016 – 2019

Provided administrative oversight and supervision to all Ryan White Funded Programs and staff at HRA's Wellness Center. Developed and enhanced programming through community partnerships and collaborations, fundraising and expanding services. Establish the institution of the Wellness Centers 340b Pharmacy to increase funding and sustain services that align with the States Getting to Zero initiative and HRSA's national HIV strategy plan.

- Monitor all Ryan White Programming outcomes, manage quarterly reports, annual HRSA RSR reports
- Increased client engagement 54%
- Program development
- Established 340 B pharmacy generating unrestricted revenue from \$0 to over \$100,000 in 18 months
- Supervise Wellness Center staff and peers and day to day drop in center daily operations
- Developed Peer Navigation and Psychosocial Support model which enhance funding at WRC
- Triage incoming clients for case management placement and managed a full Ryan White Case Load providing care services
- Fundraising instituted the 1st Annual HIV AIDS Survivors Soiree raising over \$11,000 in unrestricted funds for the Wellness Resource Center to enhance programming while promoting HIV education.

Ryan White Part B Lead Medical Case Manager

September 2014 – September 2015

- Responsible overseeing 3 Ryan White case managers, auditing files, developing monthly narratives capturing outcomes, successes and challenges in providing Ryan White services across the continuum
- Manage a case load of up to 35 clients conducting a comprehensive assessment of needs, develop comprehensive Individual service plans (ISP), coordinating clinical and support services in order to implement the plan, monitor client outcomes and conduct periodic reevaluation and adjustments of plans based on reevaluations.
- Coordinate referrals with other agencies to enhance the clients' linkage to care and sustainability in medical care and to promote viral suppression as an outcome.
- Compile all data and maintain strict confidentiality handling all clients' information with tact and diplomacy.

2013-2014 Waterbury Hospital

Waterbury, CT

Expanded HIV Testing Program Coordinator (ETI Coordinator)

- Develop and implement opt out HIV testing program and procedures in the hospital and ED setting in accordance with CDC and DPH contract.
- Develop and implement a data base tracking and reporting system monitoring trends and appropriate analysis.
- Linkage to care liaison between in/out patient hospital setting and Ryan White and other supportive community based services
- Link all positive found cases to DPH Partner Service Program
- Quarterly reporting and narrative submission to DPH. Data entry and reporting in CDC Evaluation Web System (Xpems) tracking all individuals tested for HIV and identified positives with behavioral and risk assessment.

2010–2013 Central Area Health Education Center Hartford, CT

Minority AIDS Initiative Program Coordinator

- Develop and coordinate services to provide treatment and education and community outreach for HIV infected and high risk individuals with a focus of communities of color under DPH Ryan White Part B funding.
- Coordinate educational and outreach activities in key points of entry and underserved communities to increase the number of CADAP/CIPA/PCIP eligible PLWHA, link underserved individuals with primary care, transportation, housing and health and supportive HIV/AIDS services as identified in the RW II Statewide Needs Assessment.
- Create and conduct culturally appropriate outreach events and activities that

provide educational opportunities working to dispel myths on HIV/AIDS, Care, and RW services.

- Supervise a staff of up to 8, provide HIV rapid testing, OraSure confirmatory HIV testing, data reporting to DPH, chart audits and quality assurance projects
- Quarterly reporting and narrative submission to DPH. Data entry and reporting in HRSA Care Ware system

2008–2010

CQSCC Inc

New Britain, CT

Patient Navigator/Case Manager

- Advocate and connect SCD clients to community based resources within the health and educational system as well and in the community.
- Create Programs, fundraising opportunities and partnerships, coordinate support groups, informational sessions and seminars for clients affected by SCD/Trait and the community
- Participate with Genetic Alliance Board, American Red Cross Diversity Group, Uconn Adult Sickle Cell clinic Board

2006–2008

Unit Coordinator

New Britain, CT

Labor and Delivery Unit

- Coordinating patient care, admissions/discharge, schedule labs and related surgeries; creating and maintaining patient charts and medical records.
- Billing charges to client accounts for services received.
- Payroll for staff of 75

Education and Training

- Community Health Worker Certified 2019
- Trauma Informed Medical Case Management Certified 2019
- Mental Health First Aid Certified 2018-2021
- Motivational Interviewing, ACA Health Insurance Training
- Connecticut Health Foundation Fellow 2015
- Associates in Applied Science in Human Service Management 2012
- Certified HIV/HCV Counselor and Tester
- DPH various training certificates (Medical Case Management, Connect to Care strategies etc.)
- Various Fred Pryor supervisory training certificates (How to Supervise, Effective Communication, How to manage difficult people etc.)
- Therapeutic Foster Care License & Parent 2012
- CT DDS Contracted Service Provider 2009
- CPC- Certified Professional Medical Coder 2006
- Certified Medical Billing 2002
- CNA 1996

**Professional
& Personal
Affiliations**

Middletown Board of Education, OHS Community Health Advisory Board Co-Chair, Middletown Board of Education District Equity Leadership Team Advisor, NAACP Middlesex County Branch Youth Advisor, United Way Volunteer, Connecticut Health Foundation Fellow '15, Bristol Mayors Task Force on AIDS, The First Cathedral Youth Advisor

References

Angelique Croasdale	860-508-8031
Yvette Highsmith-Francis	203-560-6167
Ann Levie	860-816-3107
Valerie Ingram	860-922-2116

Summary

Innovative public relations and communications specialist raises brand profiles, leverages partnerships, and increases revenue for nonprofit and for-profit organizations.

Conscientious strategist possesses expertise in writing and repurposing content for diverse audiences across multiple platforms.

Experience

Anita Ford Saunders Communication

Feb. 2020 – present

Principal

Mission-driven strategic communications enterprise that specializes in building brands of philanthropic and community-based organizations as well as guiding public relations for diversity and inclusion initiatives.

- Served as a public relations advisor for community and family foundations and leading community-based organizations, locally and regionally
- Managed communication strategies and tactics for community and family foundation projects to illuminate the vision and mission of community work
- Transformed communication goals into measurable strategies using video storytelling

Trinity College

Oct. 2017 – Feb. 2020

Director of Advancement Communications

- Provide strategic and tactical communications guidance to nine divisions of Advancement Department
- Collaborate with senior level advancement staff to develop and create content for institutional and executive engagement events and presentations
- Strategically align messaging across units and make strategic use of various digital and print communications vehicles

URU The Right To Be, Inc.

Feb. 2017 – Sept. 2017

Project Manager

Nonprofit content production company that tackles social justice issues via film, theatre, publishing, and other arts-based initiatives

- Created video content for national presentations and social media platforms for Changing the Face of STEM, a national education and engagement initiative
- Developed and implemented transitional branding standards for national initiative
- Represented organization nationally at film festivals and specifically with American Film Showcase—a collaboration of U.S. State Department and University of Southern California

**United Way of Central and
Northeastern Connecticut**

Sept. 2013 – Dec. 2016

Director of Marketing and Communications

- Developed and implemented communication strategies that strengthened the organization’s brand and enhanced its value proposition
- Guided creative direction of cross functional teams to drive donor engagement and revenue
- Strengthened the United Way brand as a thought leader and convener through multichannel public relations strategies

Yankee Gas, a division of Northeast Utilities

April 2012 – Sept. 2013

Communication Manager

- Enhanced awareness and improved perception of key initiatives among external stakeholders to support natural gas expansion within footprint of largest energy company in Connecticut
- Developed public relations strategies for existing and potential gas customers to communicate an understanding of investment advantages and safety aspects of natural gas
- Improved customer experience through on-site communications for crisis teams prior, during and post storm events for approximately 100, 000 natural gas customers in Connecticut

Anita Ford Saunders Communication

Oct. 2002 – April 2012

Principal

Founded mission-driven strategic communications enterprise that specialized in building brands of philanthropic and community-based organizations

- Served as a public relations advisor for community and family foundations and leading community-based organizations, locally and regionally
- Managed communication strategies and tactics for community and family foundation projects to illuminate the vision and mission of community work
- Transformed communication goals into measurable strategies using video storytelling

Hartford Foundation for Public Giving

July 1999 – Oct. 2003

Senior Communications Officer

Largest community foundation in Connecticut with assets over \$700 million dedicated to improving the lives of residents in the greater Hartford Community

- Developed communications strategies to educate donors and community leaders about how the foundation positively impacts lives in the greater Hartford region
- Developed engagement strategies to influence leaders in public and private sectors
- Created integrated public relations plan that raised the organization’s profile through paid and earned media

Connecticut Public Broadcasting

Feb. 1994 – June 1999

Vice President of Corporate Communications

Connecticut’s only locally owned media organization producing television, radio, print, and web/digital content over a variety of media channels for distribution to Connecticut’s wide-ranging and diverse communities.

- Integral part of leadership team that created communication strategies that sustained a successful 18-year relationship between CPBN and UConn Women’s Basketball
- Instrumental in raising over \$500,000 in revenue for UConn Women’s Basketball programming within first four years of broadcast
 - UConn Women’s Basketball was highest rated program in the Public Broadcasting network, nationwide, within one year and received Connecticut Innovation Award.

Education

Central Connecticut State University, New Britain, CT

Master of Science – Organizational & Managerial Communications

American University, Washington, DC

Bachelor of Arts – Broadcast Communications

Universal Accreditation Board of the Public Relations Society of America

Accredited in Public Relations – APR

Community and Professional Involvement (present)

- Public Relations Society of America (PRSA) Diversity & Inclusion Committee – Co Chair
- Alpha Kappa Alpha Sorority Incorporated – Epsilon Omicron Omega Chapter
- Foundation for Educational Opportunities – Board of Directors
- Union Baptist Church Marketing Communication – Chair
- The Village for Families and Children – Ambassador & Communication and Marketing Committee
- Connecticut Democracy Center – Board of Directors
- Women’s Wellness Fund of Middlesex Health – Steering Committee

Achievements

- Three-time Emmy Winner from National Association of Television Arts and Sciences
- First Place, Society of Prof. Journalists – Connecticut Journal – “Famous & Forgotten”
- Gold Mercury Award, *Here to help. Here to stay* for Hartford Foundation for Public Giving – CVC PRSA
- Journalist of the Year, National Association of Black Journalists – Region I
- Ciné Golden Eagle, *Amistad Connecticut: A Legacy Reborn*
- Frederick Douglas Media Award, CT Chapter of NAACP

VITAE FOR LES SAUNDERS

EDUCATION

- Graduated from Hampton University, 1971- Bachelor of Science (Music Education).
- Graduated from Wesleyan University. 1978-Master of Liberal Studies and Music.
- Graduated from Central Connecticut State University. 1986-Master's Degree in Counseling Education.

EMPLOYMENT

- Taught music education in the Middletown school system. For 9 years.
- School Counselor at Middletown High for 26 years.
 1. Co-advisor of Minority Student Coalition (student organization)
 2. Scholarship Chairperson for High School.
 3. Historically Black College and University Tour Representative for Middlesex County for 15 years.
- Adjunct professor at Central Connecticut State University, for 12 years, in the School and Family Counseling program.
- Part-time School Counselor and consultant at Capital Preparatory Magnet School.
 1. Advisor for The Men in Action Program
 2. Member of the Student Assistance Team
 3. Member of the Scholarship committee

OTHER INVOLVEMENTS:

1. Director of the Male Choir and Mass Choir of Shiloh Baptist Church for 30 years.
2. Assistant superintendent of Sunday School of Shiloh Baptist Church for 20 years.
3. Assisted the Coach of Middletown Youth Soccer for 2 years.
4. Assisted the Middletown High School Women's Tennis Team 3 years

PRESENT

- College advisor and consultant for Capital Prep Harbor School in Bridgeport.
- College advisor and consultant for Capital Prep Harlem School NY.

Scott F. Wojnarowicz

191 Dorrance Street
Hamden, CT 06518
(860) 965-2925
teachersfw@hotmail.com

Career Objective To further my professional growth and work to improve scholar mathematics proficiency in a new school environment

Education

Sacred Heart University, Fairfield, Connecticut

Sixth Year Degree Program - SEAL for Social Justice Leadership, Expected 2023

University of Connecticut, Storrs, Connecticut

Master of Arts in Education-Secondary Mathematics, 1999

Bachelor of Science in Education-Secondary Mathematics, 1998

Certification

092 Certificate Intermediate Administration and Supervision

029 Mathematics, Grades 7 through 12

Professional Experiences

Capital Preparatory Schools

Co-writer of Connecticut school charter, 2013-present

Principal writer of district's Blueprint, Learner Expectations, CPS Sports Education Model, and standard based grading rubrics

- ◆ Consultant for CPS school administration of implementation of school core programming

Capital Preparatory Schools

CPS Executive Director of Curriculum and Learning, spring 2022-present

Oversee all curriculum development and implementation across the CPS district in both CT and NY

- ◆ Supervise and evaluate all directors of curriculum in the creation and facilitation of all curriculum resources, professional development opportunities

- ◆ Create the district's [Academic Primer](#) which outlines procedures and protocols to enable the effective operation of a curriculum department

- ◆ Analyze, report, and create programming for districtwide scholar data from universal screening assessments (ie. NWEA MAP, Reading Plus, IReady Diagnostic...) as well as high-stake assessments such as SBAC and Regents.

- ◆ Collaborate with state assistant superintendents to ensure CPS expectations for culture, climate, and curriculum are being met in every school site across the district.

Capital Preparatory Schools

CPS STEM Lead Director, 2021-2022

- ◆ Facilitate programming for and provide supervision of mathematics and science across the CPS district

Capital Preparatory Schools

CPS Director of Curriculum Benchmark Data Administrator, 2020-21

- ◆ Facilitate the creation, administration, and data reporting of CPS Benchmark Assessments

Capital Preparatory Schools

CPS Mathematics Director of Curriculum, 2019-present

- ◆ Created and facilitate the integration of the mathematics curriculum, including the Immediate Recognition and CPS Math Vocabulary programs, for CPS schools in Connecticut and New York.
- ◆ Analyze, report, and create programming for districtwide scholar data from diagnostic and high-stakes assessments (NWEA MAP, CPS Benchmark, SBAC IAB, IReady, IXL)
- ◆ Create grades K-12 Playlists, including Pacing Guides for Eureka lessons, along with resources needed successful programming of mathematics during each marking period
- ◆ Consult weekly with CPS school administrators to assist in the monitoring of mathematics Illuminators in their buildings; provide professional development when needed.
- ◆ Create and analyze data from K-12 Quint Benchmark Assessments
- ◆ Examples of work products can be found here:
https://capitalprepharbor.padlet.org/scottwojnarowicz/CPS_Mathematics_Docs

Capital Preparatory Harbor Lower School

Academic Dean, 2017-2019

- ◆ Managed day-to-day routines required to run a school
- ◆ Observed and coached Illuminators and support staff daily in teaching best-practices and in protocols specific to Capital Preparatory Schools
- ◆ Created high-stake assessment schedules, collected scholar assessment data and led professional development for implementation of instruction strategies to meet the needs of scholars as identified by data
- ◆ Utilized performance and participation data to identify scholars for recognition for academic accomplishments and growth

Capital Preparatory Schools

Mathematics Curriculum Lead, 2015-2019

- ◆ Facilitated the integration of districtwide mathematics curriculum, including Eureka lessons
- ◆ Created and analyzed data from intermediate assessments on high-leverage standards

Capital Preparatory Harbor Upper School

Illuminator, 2015-2017

- ◆ Courses Include: Algebra, Algebra 2, Pre-Calculus, Advanced Mathematics, Social Justice
- ◆ Stressed mathematical modeling, logic, and problem solving skills
- ◆ Created and coached school teams for cross-country, indoor track and outdoor track
- ◆ Acted as athletic director for fall and winter seasons of 2016-17 school year

Capital Preparatory Magnet School, Hartford, Connecticut

Co-founder of School, Programs Manager and Full Time Teacher, 2005-2015

- ◆ Courses Include: 6th Grade Math, Middle School Math, Algebra, Algebra 2, Geometry, Pre Calculus
- ◆ Mathematics Department Chair
- ◆ Curriculum Director: Led team of teachers in creating scope and sequence of mathematics curriculum
- ◆ Advisory Director: Created the Advisory Handbook and led in the implementation of the advisory program
- ◆ Founder of and head coach for co-ed cross-country and indoor/outdoor track teams

East Hartford High School, East Hartford, Connecticut

Full Time Teacher, 2000-2005

- ◆ Utilize the Understanding by Design model in unit development
- ◆ Incorporate graphing calculators/technology and manipulatives in daily lessons according to NCTM Standards
- ◆ Girls head track coach, distance coach for co-ed teams

CONNCAP Summer Education Program, Hartford, Connecticut

Assessment Coordinator and Teacher, Summer 2003

East Hartford High School, East Hartford, Connecticut

Summer school Teacher, 2000-2002

Manchester High School, Manchester, Connecticut

- ◆ Participated in GRADS program for students with untapped potential

Manchester High School, Manchester, Connecticut

Summer School Teacher, 1999

East Hartford High School, East Hartford, Connecticut

SAT Lab Supervisor, Fall 1998-Spring 1999

Professional Presentations, Papers, and Programs

“The Blueprint 6.0 with LE”

- ◆ Principal writer of revised school Blueprint and Learner Expectations for Active Ingredients: 2020

“The Capital Preparatory Magnet School Math Curriculum”

- ◆ Principal writer of the math curriculum, scope, and sequence for CPMS: 2015

“The Capital Preparatory School at Harbor School Charter Application”

- ◆ Co-writer of school charter application: 2014

“The Capital Preparatory School at Harlem School Charter Application”

- ◆ Co-writer of school charter application: 2013

“The Capital Preparatory School at Charter Oak School Charter Application”

- ◆ Co-writer of school charter application: 2013

“The Capital Preparatory Magnet School Advisory Handbook”

- ◆ Writer of “final” revision to advisory handbook describing purpose, operating procedures and protocol for advisories at CPMS: 2013

“The Capital Preparatory Magnet School Wellness Model and Sports Education Model”

- ◆ Creator of habits of health, wellness plan, and description of the two-sport requirement at CPMS: 2009

“The Capital Preparatory Magnet School Peer Pairs Program”

- ◆ Creator of professional development and collaboration program for faculty and staff at CPMS: 2006

“The Capital Preparatory Magnet School Learner Expectations”

- ◆ Principal writer of the tiered student expectations for Capital Preparatory Magnet School: 2005

“The Capital Preparatory Magnet School Blueprint”

- ◆ Principal writer of the mission statement and description of the purpose of Capital Preparatory Magnet School: 2005

“The Two A’s of Mathematics Education: Alternative Assessments”

- ◆ Association of Teachers of Mathematics in Connecticut (ATOMIC) Annual Conference: Cromwell, March 2004
- ◆ Association of Teachers of Mathematics in New England (ATMNE) Regional Conference: Manchester, November 2003

“The Effects of Instruction on Students’ Perception of Problem Solving”

- ◆ Published in The Connecticut Mathematics Journal, Spring 2004
- ◆ An action research paper on the effectiveness of a problem-solving strategy class offered to CONNCAP students

“Math Connections and East Hartford High School: A Pilot Program’s Effects”

- ◆ Association of Teachers in Mathematics in Connecticut (ATOMIC) Annual Conference: Cromwell, March 2003

“The Effects Of *Math Connections* On Student Confidence In The Mathematics Classroom”

- ◆ An action research paper based on a pilot of the text in East Hartford: 2002-

“Computers, Books and Movies, Oh My!: A Media Based Introduction to Reasoning”

- ◆ National Council of Teachers of Mathematics (NCTM) Regional Conference: Boston, November 2002
- ◆ Association of Teachers of Mathematics in New England (ATMNE) Regional Conference: Portland, November 2001
- ◆ Association of Teachers of Mathematics in Connecticut (ATOMIC) Annual Conference: Cromwell, March 2001

“Alternative Assessments” (2 similar workshops)

- ◆ East Hartford High School Staff Development: August 2002
- ◆ Association of Teachers of Mathematics in Connecticut (ATOMIC) Annual Conference: Cromwell, March 2002

“Performance-Based Tasks and Student Learning:

A Preliminary Study On The Possible Integration Of Independent Studies At EHHS”

- ◆ A research paper written for East Hartford’s Literacy Task Force

“SAT Preparation Services and Their Effects On Students’ Scores”

- ◆ A study on the effectiveness of SAT preparation services: 1998-99

References

Danique Day, Ascend Schools (NY) Chief Schools Officer - 1 (646) 320-4694

Joan Jackson, Senior Advisor to the Superintendent, Rhode Island Board of Education - 1 (860) 983-7855

Richard Beganski, CT Regional Superintendent of Capital Preparatory Schools - 1 (860) 539-5083

Available Upon Request

Educational Services Agreement

between

CAPITAL PREPARATORY SCHOOLS INCORPORATED

and

CAPITAL PREPARATORY MIDDLETOWN SCHOOL, INC.

EDUCATIONAL SERVICES AGREEMENT

THIS EDUCATIONAL SERVICES AGREEMENT (the “ESA” or the “Agreement”) is made and entered into as of this ___ day of ___, 202_ (the “Effective Date”) by and between Capital Preparatory Schools Incorporated (“CPS”), a Connecticut non-stock corporation, and Capital Preparatory Middletown School, Inc. (the “School”), a Connecticut non-stock corporation. Together, CPS and the School shall be referred to herein as the “Parties” and each separately a “Party.”

WHEREAS, CPS is a charter management organization as defined in Connecticut General Statutes (“C.G.S.”) Section 10-66aa(4) and possesses the qualifications, experience, and expertise necessary to effectively provide whole school management services (the “Services”) as more specifically and fully set forth herein and as generally defined in C.G.S. Section 10- 66aa(5);

WHEREAS, the School, led by its Board of Directors known as the Governing Council (the “Board”), first received approval of its application (“Charter Application”) to operate a charter school (the “Charter”) in the State of Connecticut (the “State”) from the Connecticut State Board of Education (the “Authorizer”) on April ___, 20___ pursuant to Section 10a-66bb of the Connecticut General Statutes;

WHEREAS, the School is entering into this Agreement with CPS in order to meet its obligations under the Charter;

WHEREAS, it is the Parties’ intention to continue their relationship based on trust, common educational objectives, and clear accountability, through which the parties will work together to deliver an exceptional education program (the “CPS School Model”) and experience to the students enrolled at the School; and

WHEREAS, the Parties wish to define their relationship and set forth the terms and conditions of their respective rights and responsibilities to each other;

NOW, THEREFORE, in consideration of the recitals and the mutual covenants, representations, warranties, conditions, and agreements hereinafter expressed and for such other

good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the Parties agree as follows:

1. **TERM AND RENEWAL.** This Agreement shall be effective as of the Effective Date and shall continue through June 30, 20__ (the “Term”) unless terminated prior to such date in accordance with Section 11 below. The Parties may elect to renew this Agreement. The Parties agree to give notice of their intent to renew or not to renew this Agreement at least six (6) months prior to the expiration of the Term and should both parties desire to renew this Agreement, they shall work diligently to negotiate such agreement contemporaneously with submitting an application to renew the School’s Charter. Notwithstanding the foregoing, the Term shall not extend beyond the term of the Charter.

2. **REPRESENTATIONS AND WARRANTIES.**

a. Representations and Warranties of CPS. CPS represents and warrants as follows:

- i. Organization and Tax-Exempt Status. CPS is a non-stock corporation duly organized under the laws of Connecticut, with the purpose and legal ability to contract to provide educational management services. CPS shall notify the School in writing of any change in its corporate status, or if it enters into a receivership, becomes the subject of a voluntary or involuntary bankruptcy proceeding or makes an assignment for the benefit of creditors. This notification shall be made as far in advance of any such change as is reasonably practicable.
- ii. Authority. CPS possesses the requisite power and authority to execute and deliver this Agreement, to perform its obligations hereunder and to otherwise consummate the transactions contemplated hereby. This Agreement constitutes the valid and binding obligations of CPS, enforceable against CPS in accordance with its terms. CPS has tax-exempt status under Section 501(c)(3) of the Internal Revenue Code and shall at all times maintain tax-exempt status.
- iii. Litigation. There is no suit, claim, action, or proceeding now pending or, to the best of CPS’ knowledge, threatened, to which CPS is a party or which may result in any judgment, order, decree, liability, award or other determination which will or may reasonably be expected to have an adverse effect upon the School or prevent or hamper the consummation of the agreements contemplated by this Agreement. No judgment, order, decree or award has been entered against CPS.

- iv. Conduct of CPS. CPS's Services (defined below) provided under this Agreement shall comply with the Charter and all applicable laws and regulations.
 - v. Background Checks. CPS agrees that prior to (i) hiring an applicant for a position at CPS that will work with the School or on matters relating to the School or (ii) appointing or electing a director to its board of directors, submit to a records check of the Department of Children and Families child abuse and neglect registry, established pursuant to Section 17a-101k of the C.G.S., and to state and national criminal history records checks (to the extent legally permissible) before such applicant or potential board member is hired, appointed or elected, as applicable, with such criminal history records checks conducted in accordance with Section 29-17a of the C.G.S.
- b. Representations and Warranties of the School. The School represents and warrants as follows:
- i. Organization and Tax-Exempt Status. The School is a non-stock corporation duly organized under the laws of Connecticut, and shall at all times throughout the Term remain, a charter school in good standing with the Authorizer, and possesses the legal ability to operate a charter school and contract for the educational services contemplated in this Agreement. The School has received its tax-exempt status under Section 501(c)(3) of the Internal Revenue Code and shall at all times maintain its tax-exempt status.
 - ii. Authority. The School possesses the requisite power and authority to execute and deliver this Agreement and to perform its obligations hereunder and to consummate the agreements contemplated hereby. This Agreement constitutes a valid and binding obligation of the School, enforceable against the School in accordance with its terms.
 - iii. Litigation. There is no suit, claim, action, or proceeding now pending or, to the best of the Board's knowledge, threatened, to which the School is a party or which may result in any judgment, order, decree, liability, award or other determination which will or may reasonably be expected to have an adverse effect upon the School or prevent or hamper the consummation of the agreements contemplated by this Agreement. No judgment, order, decree or award has been entered against the School.

- iv. Full Disclosure. No representation or warranty of the School herein and no statement, information or certificate furnished or to be furnished by the School pursuant hereto or in connection with this Agreement contains any untrue statement of material fact or omits a material fact necessary in order to make the statements contained herein not misleading or on which CPS would reasonably need to rely to perform its obligations under this ESA.
- v. Background Checks. The Board agrees that prior to (i) hiring any applicant for a position in the School, (ii) hiring any contractor doing business with the School who performs a service involving direct student contact, or (iii) appointing or electing a director to its Board, the School shall submit to a records check of the Department of Children and Families child abuse and neglect registry, established pursuant to section 17a-101k of the C.G.S., and to state and national criminal history records checks (to the extent legally permissible) before such applicant or potential board member is hired, appointed or elected, as applicable, or such contractor begins to perform such service. The criminal history records checks shall be conducted in accordance with Section 29-17a of the C.G.S.

3. **CONDUCT OF THE SCHOOL AND THE BOARD.** The School has materially complied, and at all times during the Term shall materially comply with all local, State, and federal laws and regulations that are applicable to the School, which include, but are not limited to, the Internal Revenue Code, the Family Educational Rights and Privacy Act (“FERPA”), Connecticut Education Law and regulations including the Connecticut Charter School Law and implementing regulations, the Connecticut Revised Nonstock Corporations Act, Connecticut Freedom of Information Act, as well as its By-Laws and other such policies and procedures as the Board may adopt. The School has maintained and will maintain adequate records of the activities and decisions of the School to ensure and document compliance with all such laws and regulations. The School agrees to provide CPS with copies of all such records and to allow CPS, at CPS’s discretion, to assist with the preparation and retention of such records to ensure that, among other things, CPS may perform all Services and duties set forth in this Agreement. The School is authorized to organize and operate the School and is vested by the Authorizer with all powers necessary to operate a charter school in Connecticut. Except as so delegated to CPS herein (unless such delegation is prohibited by applicable law), the Board shall at all times retain all authority, rights and responsibilities under the Charter, including without limitation the legal and oversight authority with respect to financial oversight of the operations of the School.

4. DELEGATION OF RESPONSIBILITY.

- a. General. The School hereby authorizes CPS to undertake on its behalf the functions specified in this Agreement in regards to the business, administrative and academic services of the School, it being understood that, at all times, CPS shall remain accountable and subject to the oversight of the School (and the Authorizer and other State authorities, if applicable) and the Board shall retain the ultimate rights and duties of oversight of the School pursuant to the Charter and applicable law. The School further authorizes CPS to take such reasonable actions that may not be expressly set forth in this Agreement, but which shall be implied as necessary in CPS's judgment to properly and efficiently provide services to the School, provided such actions are consistent with the Charter, applicable laws and the annual School budget approved by the Board. Furthermore, the School hereby designates employees of CPS, to the extent permitted by law, as agents of the School having a legitimate educational interest such that they are entitled to access to education records under FERPA- 20 U.S.C. § 5 1232g. CPS, its officers and employees shall comply with FERPA at all times, and CPS shall ensure that only its employees, agents and representatives that require access to education records covered by FERPA for the purposes of performing the Services have access to such records.
- b. Right to Subcontract. Except to the extent prohibited by law or this Agreement, CPS may subcontract any function or service it is obligated to provide hereunder, provided that no such subcontract shall relieve or discharge CPS from any obligation or liability under this Agreement except as set forth in the Charter or as approved by the Board. If CPS subcontracts for any function or service it is obligated to provide pursuant to this Agreement, CPS will include in its contract with the subcontractor a requirement that the subcontractor will provide to the School and CPS, upon request, a copy of any records and files maintained by the subcontractor relating to the subcontractor's services to or for the benefit of the School.
- c. Authorizer Authority. Nothing in this Agreement shall be construed in any way to limit the authority of the Authorizer, including, but not limited to, the authority of the Authorizer to take and enforce actions pursuant to the Connecticut Charter School Law.

5. DUTIES AND OBLIGATIONS

- a. Duties and Obligations of CPS. Throughout the Term of this Agreement, CPS shall provide the following educational and operational services (the "Services")

in consultation and communication with the Board and/or the School Leadership Team (defined as the Principal, Assistant Principal(s) and Director of Operations):

i. Education and Instruction-Related Services.

1. Support the School in its development and implementation of the educational programs and programs of instruction, as such programs are described in the Charter Application, by adapting the CPS School Model and recommending to the Board and the School's Leadership Team policies and procedures relating to student admissions, student records, student discipline, school year and school day requirements, special education, student testing, extracurricular and co-curricular activities and programs, and affiliation with other groups, clubs or associations.
2. Report on the educational progress of each student at the School by analyzing the results of interim assessments and diagnostic tests developed and administered by the School as part of the School's student performance evaluation system.
3. Support the School in its development and implementation of a comprehensive program design for college and career readiness and social emotional growth.
4. Select and assist the School with acquiring instructional and curricular materials, equipment and supplies, which shall be acquired at the expense of the School and shall remain property of the School.

ii. Business Operations.

1. Assist the Board in conducting a school evaluation within two (2) years of the effective date of this Agreement and every two (2) years thereafter. The evaluation will be designed as a school inspection by a team of Board members, CPS staff, School personnel and outside evaluators. The team will observe classes and other school operations, analyze a wide variety of data, review student work samples, meet with a sampling of parents, students and teachers, and engage in other activities designed to obtain a detailed picture of school and student success.

2. Support the business administration of the School, including consulting with the School on the School's preparation and maintenance of the operating procedures of the School.
3. Assist with the identification, selection and contracting with providers of services required by and for the direct benefit of the School, which shall include but not necessarily be limited to, transportation, auditing, legal, payroll, custodial and food services, and which services shall be paid for in accordance with the School's budget at the School's sole cost and expense.
4. Assist with the acquisition of materials, supplies, and equipment for use at the School. Materials, supplies and equipment purchased for the School shall become and remain the property of the School; lease arrangements shall be separately documented. Materials, supplies and equipment shall be paid for in accordance with the School's budget at the School's sole cost and expense.
5. Assist with contracts, at the School's sole cost and expense, for any other services or the acquisition of any other supplies or equipment which CPS and the Board deem necessary or reasonable to the attainment of the educational goals of the School.
6. Market and advocate for the School, which includes the development of marketing materials, which materials shall be paid for in accordance with the School's budget at the School's sole cost and expense.
7. Devise a fundraising strategy with the Board and conduct fundraising activities on behalf of the School and other charter schools which CPS manages, including, but not limited to, applying for federal, state and local grants. Monies raised from CPS's fundraising activities specifically for the School or otherwise directed for the use of the School by a donor or grant agreement shall be given to or used for the benefit of the School. Unrestricted funds derived from general CPS fundraising activities shall be used or distributed as CPS deems appropriate, in its sole discretion, including but not limited to use for the benefit of, or distribution among, the charter schools that CPS manages.

8. Design and implement (along with the School's Leadership Team), student recruitment and enrollment materials, applications, procedures and systems, including the processing of student applications, all of which shall be paid for in accordance with the School's budget at the School's sole cost and expense.
9. Assist the School in preparing reports required to be submitted to the Authorizer or any other governmental authority, including any annual reports and any charter renewal application to be submitted to the Authorizer.
10. Support the School's compliance with all legal requirements, and all such conditions as may be imposed by the Authorizer or any other governmental authority.
11. Facilitate the School's purchase and procurement of information technology ("IT") equipment and services, which IT equipment and services shall be paid for in accordance with the School's budget at the School's sole cost and expense, including but not limited to:
 - i. wireless/broadband capabilities for the School;
 - ii. telephone service;
 - iii. all hardware associated with telephone and wireless/broadband technology;
 - iv. access to CPS's shared server;
 - v. laptop computers for teachers; and
 - vi. computers for administrators.

In addition, CPS shall provide technology-related services to the School, including, troubleshooting and website and network design. CPS shall also complete the E-Rate application on the School's behalf.

12. Identify a facility for use by the School, in consultation with the Board, and arrange and supervise any necessary major improvements or repairs to such facility consistent with the School's budget at the School's sole cost and expense. CPS will

provide assistance to negotiate the business terms of a lease, license or purchase transaction to secure such site, including any financing arrangement necessary to lease, license or purchase the site. The School shall be solely responsible for costs and expenses associated with such transaction. CPS shall not be liable under any lease or other document pertaining to such facility without its prior written consent.

13. Arrange for the subcontracting with third parties for after-school programs (at the School's sole cost and expense) which CPS and the Board deems reasonable, and which services shall be paid for in accordance with the School's budget.
14. Periodically provide students, parents, faculty members and other School stakeholders with written information or materials regarding the School's programming and provide any such information at the request of the Board or its designee.
15. Provide to the Board reports on the education, operational and financial performance of the School in the form of oral and summary reports at monthly Board meetings, as well as comprehensive quarterly written reports in a form mutually agreed upon by the Parties. Additionally, CPS shall provide other such reports as may be reasonably required by the Board or third parties from time to time.

iii. Human Resources and Employment.

1. Lead the recruitment of the School's Principal (who shall be responsible for the day-to-day academic program of the School and leading the administrative, instructional and student support staff). The Principal shall report to the Board.
2. Assist the Principal in the development of a School Leadership Team by recruiting and recommending for hire the Director of Operations and Assistant Principal(s) (together, the "School Leadership Team"), who shall be responsible for the day-to-day operations of the School. The Principal shall have responsibility and authority for the supervision, discipline, retention, transfer and termination of the Assistant Principal(s) and Director of Operations.

3. Lead the recruitment and screening efforts of teachers, administrators and other personnel for the School. Specifically, CPS will work to build a pool of qualified applicants through advertising, networking and other methods. CPS will conduct preliminary screens of candidates and will forward the resumes of promising candidates to the Principal. The Principal, through a delegation of authority provided to him or her by the Board, shall have the final authority to select, hire and retain such teachers, administrators and other personnel.
4. Provide general human resources support including assisting the Principal and School Leadership Team with the selection and training of the administrative staff of the School, determining staff needs, recommending the adoption of procedures for the hiring, supervision, discipline and termination of personnel and other personnel policies and administrative procedures applicable to the staff, assisting the Board and School Leadership Team in setting compensation levels of the School's staff, and supporting the School in its development and training of administrative staff and consult with the School in the establishment of procedures for hiring substitute staff.
5. Assist the Board in selecting appropriate benefits plans for employees of the School and also arrange for the administration of employee benefits for such employees.
6. The Parties acknowledge and agree that the Principal, School Leadership Team, teachers, administrative and other staff of the School shall be employees of the School and not of CPS.

iv. Budgeting, Financial Services and Reports.

1. Facilitate the School's purchase and procurement of financial management software and systems (e.g., Quickbooks), which software and systems shall be paid for in accordance with the School's budget at the School's sole cost and expense.
2. On or before May 15th of each year during the Term the School, with the assistance of CPS, shall prepare an initial draft of the School budget for review with the Principal and Chief Operating Officer with the draft budget being submitted to the Board for final

review and approval prior to the next fiscal year. The budget shall contain reasonable detail as requested by the Board and shall include projected expenses and costs reasonably associated with operating the School including, but not limited to: the projected cost of services and education programs provided to the School; leasehold and other lease or purchase costs incurred for the School facility (if applicable); maintenance and repairs to the School facility and capital improvements (if applicable); personnel salaries and benefits expenses; payroll processing expenses; supplies and furnishings necessary to operate the School; all taxes of any kind that may be assessed or imposed; insurance premiums and deductible payments; utilities; food service expenses, professional and legal fees; school development and start-up expenses, including costs of audits, Board expenses, and any other costs and expenses connected to the operation of the School.

3. Provide any financial contracting services as the School shall request, such as invoicing, receiving and processing funds in accordance with the School's applicable policies, assisting with the processing of the School's payroll and working with the School's staff to review documentation submitted in support of employee vouchers for reimbursable expenses.
4. Prepare and provide other necessary financial statements and reports to the Board as may be required by the Charter or applicable law and regulations, provided CPS is given reasonable advance notice. Such reports may include:
 - a. Within thirty (30) days after the end of each calendar month, unaudited financial statements for the calendar month most recently ended;
 - b. Within sixty (60) days after the close of each fiscal quarter, unaudited financial statements of the School for the fiscal quarter most recently ended;
 - c. At the request of the Board, but at a minimum, for each meeting of the Board's Finance and Audit Committee meeting a financial statement that provides a comparison of budget to actual revenues and expenditures, with an explanation of significant variances;

- d. CPS shall also cooperate with the auditors retained by the Board to prepare annual audited financial statements of the School. CPS shall coordinate its work and the work of the auditors so as to allow for the delivery of such audited statements within 120 days after the close of each fiscal year; and
 - e. Assist the School with launching its operations.
 - v. Other Charter Schools. The School acknowledges that CPS may enter into similar educational services agreements with other charter schools. In the event that CPS advances an expense for a common project (e.g. advertising an enrollment drive) on behalf of more than one school which CPS manages, CPS shall ensure that it properly invoices the School (and each other school) for only its direct proportional share of any such expense, ensuring that the School shall not in any way assume any part of an expense attributable to another school.
- b. Duties and Obligations of the School. Throughout the Term of this Agreement, the School shall perform the following services in consultation and communication with the Board and CPS:
 - i. Education and Instruction-Related Services.
 1. Develop and implement the educational programs and programs of instruction, as such programs are described in the School's Charter Application.
 2. Develop and administer interim assessments and diagnostic tests designed to measure the progress of each student at the School with the assistance of CPS.
 3. Oversee and manage school quality with the support of CPS, including participating in an evaluation of the School within two (2) years of the effective date of this Agreement and every two (2) years thereafter.
 - ii. Business Operations.
 1. Support CPS in its fundraising, marketing, recruitment and advocacy efforts taken on by CPS for the direct benefit of the

School by taking any action reasonably requested by CPS, including hosting open houses, devising a fundraising strategy in conjunction with CPS and supplying CPS with information necessary for CPS to conduct such efforts on the School's behalf.

2. Arrange and supervise any minor improvements or repairs to the School's facility consistent with the School budget at the School's sole cost and expense.
3. After consulting with CPS and the School Leadership Team, the Board shall create and adopt policies of the School, which shall be consistent with the Charter and applicable law.
4. In accordance with the Charter and the requirements of this Agreement, the Board shall work diligently to approve the annual budget within thirty (30) days of submission of the proposed budget by CPS to the Board in accordance with this Agreement.
5. The Board shall do, or cause to be done, all things necessary to ensure that all legal requirements, and all such conditions as may be imposed by the Authorizer or other governmental authority, are fully complied with at all times. If the Board shall at any time receive notice from any public authority or other person that the School is or may be in violation of the Charter or any applicable law or regulation the Board shall immediately notify CPS of the alleged violation and shall thereafter work diligently with CPS to investigate such alleged violation, determine whether such alleged violation in fact exists, promptly respond to the complaining party and to correct any violation found to exist.
6. The Board, with consultation from CPS, the Principal and the School Leadership Team, as needed, shall establish a procedure for the receipt and timely review of complaint or grievances by any parent, community individual or institution.
7. The Board shall be responsible for conducting an annual performance evaluation of the Principal.

iii. Human Resources and Employment.

1. Interview principal candidates and select and hire a Principal from the group of qualified candidates presented to the School by CPS.

2. Interview teacher and other staff candidates and select and hire teachers and other staff from the group of qualified candidates presented to the School by CPS.
 3. Design, implement and monitor professional development activities for the School's instructional personnel.
 4. Develop and deliver ongoing teacher and support staff training, including in areas such as college and career readiness and socio-emotional growth.
 5. Maintain responsibility for administrative tasks associated with the School's employee benefit plans.
 6. Maintain personnel records for employees in accordance with applicable law.
- iv. Budget, Financial Services and Reports.
1. Arrange and pay for an annual audit of the School to be conducted in compliance with applicable law and regulations, and showing the manner in which funds are spent at the School. The annual audit shall be performed by a certified public accountant selected and approved by the Board.
 2. The School shall arrange and pay for its own legal services.
 3. The School shall arrange funding and payment of salaries, fringe benefits and payroll taxes for all individuals employed by the School. All such payments shall be made on a timely basis, in accordance with all applicable laws and regulations, including all tax requirements.
- v. Providing Information & Documentation. The Board and the School Leadership Team shall furnish CPS with all information, documents and records necessary for CPS to fully and effectively provide its Services and support and otherwise carry out its duties under this Agreement.
- vi. Tax Status. In accordance with the Charter and applicable law, the Board shall take all steps required to obtain and maintain the School's status as a tax-exempt organization under federal and State law such that contributions to the School are deductible to the donor for federal income

tax purposes. In the event of arbitration, the Board and CPS shall agree that, notwithstanding any claims for relief each may seek from the other, it will require that any relief granted be consistent with maintaining the School's tax-exempt status. The Board may seek to establish a separate tax-exempt organization such as a "friends of" organization to conduct fund raising activities and receive tax-deductible contributions in support of the School. CPS shall provide such assistance as the Parties reasonably agree to be necessary to support the formation of such organization but CPS shall not be responsible for costs incurred in connection with such formation.

- vii. Annual Performance Review. The Board shall develop an annual charter management evaluation program to be conducted by the School under the oversight of the Board. The evaluation will be designed to evaluate the performance of CPS and its fulfillment of its obligations outlined in this Agreement. The School will conduct such evaluation no later than August 1st of each year or as otherwise directed by the Board, and in the course of such evaluation the School will analyze a wide variety of data, review CPS work samples, meet with a sampling of staff, and engage in other activities designed to obtain a detailed picture of CPS's performance. The results of such evaluation shall be presented to the Board by the Principal of the School and shall be used by the School's Board of Trustees in determining whether to renew this Agreement. A term sheet setting forth the performance evaluation measures and timelines related to evaluating CPS is attached hereto as Exhibit A.

- c. Additional Services. CPS may, but is not obligated to, provide additional services to the School upon request. CPS and the School agree to negotiate in good faith additional compensation for such additional services. The proposed budget prepared by CPS each year for review and approval by the Board shall contain details regarding the costs and expenses related to any such requested additional services. Such additional services may include, but are not limited to, special education management, tutoring program support and facilities management. CPS may perform functions off-site, except as prohibited by applicable law. CPS may utilize web-based systems to provide support and counsel to the School. CPS will bill the School for additional services by an invoice which details each additional service, the amount billed for each additional service, and the basis for the amount billed, i.e., hourly rate, or other basis for determining the amount billed. Such invoices will be available for review by representatives of the State Board of Education.

- d. Compliance with Connecticut General Statutes Section 10-66uu. The Board and CPS shall ensure compliance with Connecticut General Statutes Section 10-66uu effective July 1, 2015.
- e. Students with Special Needs. The School recognizes its obligation to provide an appropriate education to all students enrolled in the School, regardless of special need, in accordance with the requirements of the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973. As required by law, the School shall be open to individuals with handicapping conditions and other special needs. CPS may, on behalf of the School, subcontract, as necessary and appropriate, to a municipal, public or private contractor or otherwise for the provision of special education services, subject to approval by the School, which approval shall not be unreasonably withheld. Any cost, fee or expense associated with such subcontract shall be paid by the School.

6. **FEES.** In consideration for the Services provided by CPS to the School, CPS shall be paid a management fee equal to ten percent (10%) of Gross Revenues (the “Management Fee”). For the avoidance of doubt, all Gross Revenues received by the School that are earmarked for a particular purpose (e.g. Special Education Funding) shall be used by the School solely for such purpose. The amount of such earmarked Gross Revenues shall be used solely for the purpose of calculating the amount of the Service Fee. By way of example, if the total Gross Revenues received by the School for a particular month is \$50,000, of which \$10,000 is Special Education Funding, the amount of the Service Fee owed by the School to CPS would be \$5,000 (i.e., 10% of \$50,000). However, the School would have access to, and the right to utilize, the entire \$10,000 in Special Education Funding it received solely for the School’s special education needs. For purposes of this section the following definitions shall apply:

- a. “E-Rate Funding” means the funding and discounts provided to the School under the Schools and Libraries Program of the Universal Service Fund, administered by the Universal Services Administration Company under the direction of the Federal Communications Commission.
- b. “Gross Revenues” shall mean an amount equal to the sum of (i) the average number of students enrolled during such School year multiplied by the Approved Per Pupil Operating Expense, plus (ii) Title Funds, plus (iii) E-Rate Funding, plus (iv) Special Education Funding plus (v) all other public funding from a Public Source, excluding in-kind contributions (e.g. transportation services), start-up funding (e.g. Federal Public Charter School Planning and Implementation Grant) and funding for competitive grants.

- c. “Public Source” means any federal, State or local government, or political subdivision thereof, or any federal, State or local authority, agency or commission.
- d. “Special Education Funding” means the funding provided by any Public Source to the School for full-time and part-time special education services, including, but not limited to, funds granted to the School pursuant to the Individual with Disability Education Act of 2004, as amended, and funds received from the State of Connecticut for students whose individual education programs mandate special education services for more than twenty (20%) of the day.
- e. “Title Funds” means the funding granted to the School by the federal government pursuant to the Elementary and Secondary Education Act of 1965, as amended.

The Management Fee shall be payable in four (4) quarterly installments, beginning with July 1, 202_ (and each July 1st thereafter) and thereafter due on October 1st, January 1st and April 1st of each year during the Term. In the event that receipt of revenue by the School is delayed for reasons beyond the control of the School, the School shall make such payment no later than thirty (30) days after it receives a scheduled disbursement.

7. **PROPRIETARY WORKS.** The School acknowledges that CPS owns and shall own all existing, and hereafter created, copyrights and other intellectual property rights with respect to all works of authorship, inventions and work product including, instructional materials, training materials, curriculum and lesson plans, and any other materials, teaching methodologies, school management methodologies, and all improvements, modifications, and derivative works thereof that are created, invented or developed by (i) CPS, its employees, agents or subcontractors, or (ii) an individual employed or retained by the School within the scope of such employment or retention utilizing ideas or products developed by CPS (collectively, the “Proprietary Works”). CPS hereby grants the School, solely as may reasonably be required in connection with the performance of this Agreement, a non-exclusive, non-sublicensable, non-transferable, royalty- free license to use Proprietary Works as necessary or desirable to operate the School during the Term of this Agreement. The School shall cause all persons who create, invent or develop Proprietary Works for the School to assign to CPS in writing their intellectual property rights in such works. Upon CPS’s reasonable request, the School will provide CPS with a copy of all Proprietary Works. This Section 7 shall survive termination of this Agreement.

8. **USE OF NAME.** CPS hereby grants the School, solely as may reasonably be required in connection with the performance of this Agreement, a non-exclusive, non-sublicensable, non-transferable, royalty-free license to use the names and trademarks “Capital Prep” and “Capital Preparatory Schools” and any logos provided to the School by CPS (the “Trademarks”) in connection with the operation of the School and all promotional activities in connection

therewith, subject to the following conditions. The School agrees that it will (i) not use or register any domain name containing “Capital Prep” or “Capital Preparatory Schools”; (ii) cooperate to use any website, social, wireless, mobile or other media network or application provided by CPS for the School’s use; (iii) not set up its own official site, page or venue in any social media or user-generated content media (including Facebook, Twitter and Youtube) without prior written consent of CPS; (iv) use the Trademarks in compliance with all reasonable notices and guidelines provided by CPS; or (v) use the Trademarks in a dignified manner in accordance with reputable trademark practices. The School shall acquire no rights in the Trademarks, and all goodwill of the Trademarks shall inure to the benefit of and remain with CPS. CPS shall have pre-approval rights for each form and manner of public display of the Trademarks. The School agrees to use the Trademarks only in connection with high-quality educational services reflecting favorably on the reputation and goodwill of CPS and, at CPS’s request, to provide CPS with representative samples of materials used by the school bearing the Trademarks. If CPS objects to any such materials for not properly using the Trademarks or for not being of sufficient quality, the School will promptly make all appropriate corrections. Should this Agreement be terminated or not renewed for any reason, the School shall, as soon as practicable but not later than the end of the school year in which this Agreement may be terminated or not renewed, petition to the Authorizer to revise its Charter to formally change the name of the School to remove any reference to CPS and diligently follow such petition through to its completion. Upon the effectiveness of such revision and removal, the School will cease all further use of the Trademarks and return all materials promptly to CPS. Notwithstanding the foregoing, the School shall have the right to continue to use the School colors and shark mascot after the School’s name is formally changed in accordance with this Section and CPS shall transfer any intellectual property rights regarding the same to the School after such name change. This Section 8 shall survive the termination of this Agreement.

9. INDEMNIFICATION

- a. Indemnification. The School and CPS do hereby agree that each Party shall be solely responsible for each Party’s own acts and omissions as well as the acts and omissions of each Party’s own board of directors or trustees, partners, officers, employees, agents, and representatives. Each Party to this Agreement (acting as Indemnitor) does hereby indemnify and hold harmless the other, and its respective board of directors or trustees, partners, officers, employees, agents, representatives, and attorneys (acting as Indemnified Persons), from and against any and all claims, actions, damages, liabilities, penalties, fines, expenses, losses or awards (“Claim”), plus reasonable attorneys’ fees and expenses incurred in connection with Claims and/or enforcement of this Agreement, which arise out of (i) the negligence of the Indemnitor, (ii) any action taken or not taken by the Indemnitor or (iii) any noncompliance or breach by the Indemnitor of any of the terms, conditions, warranties, representations, or

undertakings contained in or made pursuant to this Agreement. Such indemnification may be achieved by the purchase of general liability and property insurance policies, in accordance with Article 10 or by such other means as the parties may mutually agree.

- b. Notice and Defense. The Party to be indemnified (Indemnitee) shall give the Party from whom indemnification is sought (Indemnitor) prompt written notice of any Claim for which indemnification is sought. Failure to give notice shall not affect the Indemnitor's duty or obligations under this Agreement except to the extent the Indemnitor is prejudiced thereby. The Indemnitor may undertake the defense of any third party claim by representatives chosen by it. If the Indemnitor undertakes the defense of a Claim, then the Indemnitor shall be deemed to accept that it has an indemnification obligation under this Section 9 with respect to such Claim, unless it shall in writing reserve the right to contest its obligation to provide indemnity with respect to such third party claim. The Indemnitee shall make available to the Indemnitor or its representatives all records and other materials required by them and in the possession or under the control of the Indemnitee, for the use of the Indemnitor and its representatives in defending any such Claim, and shall in other respects give reasonable cooperation in such defense. If there is a reasonable probability that a Claim may materially and adversely affect the Indemnitee other than as a result of money damages or other money payments, (i) the Indemnitee shall have the right to defend, compromise or settle such Claim and (ii) the Indemnitor shall not, without the written consent of the Indemnitee, settle or compromise any Claim which does not include as an unconditional term thereof the giving by the claimant to the Indemnitee a release from all liability in respect of such Claim.
- c. Failure to Defend. If the Indemnitor, within thirty (30) days after notice of any such Claim, fails to dispute the obligation of the Indemnitee with respect to such Claim or fails to defend such Claim actively and in good faith, then the Indemnitee will (upon written notice to the Indemnitor) have the right to undertake the defense, compromise or settlement of such Claim or consent to the entry of a judgment with respect to such Claim, on behalf of and for the account and risk of the Indemnitor, and the Indemnitor shall thereafter have no right to challenge the Indemnitee's defense, compromise, settlement or consent to judgment therein.

10. INSURANCE

- a. Insurance Coverage. At all times during the Term of this Agreement, the School shall at a minimum maintain at its sole cost and expense in full force and effect insurance coverage, as reasonably requested by CPS, substantially similar to other

charter schools operating in the State of Connecticut. The School shall also maintain such workers compensation and disability insurance as required by State law and school leaders/errors and omissions insurance. CPS shall maintain at its sole cost and expense such insurance as it shall reasonably deem necessary under this Agreement, including general liability insurance of \$1 million per occurrence/\$2 million aggregate, an umbrella policy, directors and officers liability insurance, employment practices liability insurance, automobile insurance and workers compensation and disability insurance as required by State law. Each Party shall name the other as an additional insured on their commercial general liability, automobile liability and crime insurance policies and the School shall name CPS as an additional insured on its employment practices liability insurance policy and school leaders/errors and omissions insurance policy.

- b. Subcontractors. CPS shall require that its subcontractors, if any, shall maintain insurance commercially standard insurance policies (including but not limited to general liability, automotive, directors and officers, workers compensation and disability insurance) and that such subcontractors name CPS and the School as additional insureds (except on workers compensation and disability policies, which is not permitted by law).
- c. Contractors. The School shall require that its contractors, if any, shall name CPS and the School as additional insureds under their respective commercial general liability and automobile liability insurance policies for personal injury and property damage.
- d. Notice of Change. The insurance policies maintained by each Party pursuant to this Agreement shall be endorsed to state that coverage shall not be suspended, voided, cancelled, or reduced, in coverage or limits, except after thirty (30) days prior written notice to CPS and the School. The Parties shall furnish one another certified copies of the insurance policies or Certificates of Insurance that demonstrate compliance with this Agreement. Each Party shall comply with any information or reporting requirements required by the other Party's insurer(s), to the extent reasonably practicable.

11. TERMINATION

- a. Termination by School. The School may terminate this Agreement for cause prior to the end of the Term for any of the reasons set forth in subparagraphs (i) and (ii) below:
 - i. if CPS materially breaches any of the material terms and conditions of this Agreement and fails to remedy such breach within 90 days after receipt of

written notice of such breach from the School, unless such breach is incapable of being reasonably cured within 90 days in which case this Agreement may be terminated if CPS fails to initiate and continue a cure for such breach within 90 days after receipt of such written notice; or

- ii. if there occurs an enactment, repeal, promulgation or withdrawal of any federal, State, or local law, regulation, or court or administrative decision or order which, after exhausting all possible appeals, results in a final judgment or finding that this Agreement or the operation of the School in conformity with this Agreement, would violate the School's responsibilities, duties or obligations under the State or federal constitutions, statutes, laws, rules or regulations.

- b. Termination by CPS. CPS may terminate this Agreement for cause prior to the end of the Term for any of the reasons set forth in subparagraphs (i), (ii), (iii) or (iv) below:

- i. If the School fails to pay when due any monetary obligation of the School as required by the provisions of this Agreement, and such obligation remains unpaid for a period of thirty (30) days after receiving written notice of the delinquent payment from CPS; or
- ii. If the School materially breaches any of the material non-monetary provisions of this Agreement and fails to remedy such breach within 90 days after receipt of written notice of such breach from CPS, unless such breach is incapable of being cured within 90 days in which case this Agreement may be terminated if the School fails to initiate and continue a cure for such breach within 90 days after receipt of such written notice; or
- iii. enactment, repeal, promulgation or withdrawal of any federal, state, or local law, regulation, or court or administrative decision or order which has a material adverse effect on CPS's ability to provide Services to the School in accordance with its budget, this Agreement or the CPS School Model or if the Authorizer revokes the School's Charter.

- c. Termination Upon Agreement of the Parties. This Agreement may be terminated upon written agreement of the Parties; provided, however, that each Party shall use its good faith best efforts to avoid a termination of this Agreement that becomes effective during the school year because of the disruption of such termination to the educational program and the students. Therefore, in the event this Agreement is terminated by either Party prior to the end of the Term, absent

unusual circumstances, the termination will not become effective until the end of the school year.

d. Procedures upon Expiration or Termination. Upon expiration or termination of this Agreement for any reason, the Parties agree to cooperate in good faith and use their best efforts to complete a prompt and orderly separation, it being the intention of both Parties that the School shall remain open and operating in its normal course in the event of such expiration or termination of this Agreement, in accordance with the following rights and obligations of the Parties:

- i. The School shall pay CPS any previously unpaid portion of the Management Fee for services performed by CPS until the time of termination, and (b) CPS shall pay to the School any outstanding money raised specifically for the School.
- ii. The School shall have the right to use CPS's Proprietary Works, as defined under Section 7 hereof, then currently in use by the School (including but not limited to the Trademarks), until the last day of the then current school year.
- iii. CPS shall provide the Board with all copies and originals of all student records, financial reports, employee records, and other School data in CPS's possession and not currently in the possession by the Board.
- iv. CPS shall provide the School with reasonable educational and operational transition assistance for a period of sixty (60) days after the termination of this Agreement, provided that the School shall pay to CPS all fees, expenses and other costs of CPS consultants and agents who may, from time to time, upon mutual agreement of the parties, provide assistance to the School or its students.

CPS acknowledges that pursuant to its Charter Contract, if the School were to elect to seek to cease operations, the School must provide the Authorizer with sixty (60) days advance notice and cooperate with the Authorizer with respect to the School's closure. In such event, CPS would, consistent with this Section 11(d), provide such assistance as the School may reasonably require in connection with such closure.

12. **Dispute Resolution.** As a condition precedent to any other legal recourse (unless such legal recourse seeks injunctive relief in which case the Parties may file a claim in the federal or state courts in Connecticut with subject matter and personal jurisdiction over the dispute and

parties, respectively), the resolution of disputes that arise under this Agreement shall be submitted to arbitration. Prior to submitting a dispute to arbitration, an initial meeting to resolve the dispute shall be conducted by the parties at a meeting to be held at the School's offices within fourteen (14) working days of a written request, which request shall specify in reasonable detail the nature of the dispute to be resolved at such meeting. The meeting shall be attended by representatives of the Parties and any other person that may be affected in any material respect by the resolution of such disputes. Such representatives shall have authority to settle the dispute and shall attempt in good faith to resolve the dispute. Should the parties be unable to informally resolve a dispute, the Parties agree to submit any dispute to arbitration before the American Arbitration Association (the "AAA") with hearings to be held in Stamford, CT and to be adjudicated in accordance with AAA's procedures for expedited arbitration depending on the size of the dispute or otherwise permitted by the AAA's rules.

13. MISCELLANEOUS PROVISIONS

- a. No Partnership. This Agreement does not constitute, and shall not be construed as constituting, a partnership or joint venture between the Parties. No agent, employee, or servant of CPS shall be deemed to be the employee, agent or servant of the School except as expressly acknowledged in writing by CPS.
- b. Force Majeure. Neither Party shall be liable if the performance of any part or all of this contract is prevented, delayed, hindered or otherwise made impracticable or impossible by reason of any strike, flood, riot, fire, explosion, war, act of God, sabotage, accident or any other casualty or cause beyond either Party's control, and which cannot be overcome by reasonable diligence and without unusual expense.
- c. Notices. All communications and notices relating to this Agreement are to be delivered in writing, with confirmation of delivery, to the following address or to such other address as either Party may designate from time to time.

- i. If to the School, to:

Capital Prep Middletown
c/o Cohen Schneider Law, P.C.
275 Madison Avenue, Suite 1905
New York, NY 10016
Attn: Cliff S. Schneider, Esq.

And

Capital Preparatory Middletown School, Inc.
777 Main Street
Bridgeport, CT 06604

ii. If to CPS to:

Capital Preparatory Schools Incorporated
777 Main Street
Bridgeport, CT 06604

With a copy to:

Cohen Schneider Law, P.C.
275 Madison Avenue, Suite 1905
New York, NY 10016
Attn: Cliff S. Schneider, Esq.

- d. Governing Law. The rights and remedies of either Party under this Agreement shall be cumulative and in addition to any other rights given to either Party by law and the exercise of any rights or remedy shall not impair either Party's right to any other remedy. This Agreement shall be governed by and construed and enforced in accordance with the internal laws of the State of Connecticut (other than the provisions thereof relating to conflicts of law).
- e. Enforceability and Validity of Certain Provisions. If any provisions of this Agreement shall be held, or deemed to be, or shall, in fact, be inoperative or unenforceable as applied in any particular situation, such circumstances shall not have the effect of rendering any other provisions herein contained invalid, inoperative, or unenforceable to any extent whatsoever. The invalidity of any one or more phrases, sentences, clauses, or paragraphs herein contained shall not affect the remaining portions of this Agreement or any part hereof. Any amendment to this Agreement shall be in writing and signed by the parties, subject to the prior approval of the Authorizer.
- f. Section Headings. The headings in this Agreement are for the convenience of the parties only, and shall have no effect on the construction or interpretation of this Agreement and are not part of this Agreement.
- g. Conflict with Charter; Incorporation of Terms and Conditions required by the State. To the extent there are any conflicts between the terms of the Charter and the terms of this ESA, the terms of the Charter shall control. As required by the Charter Agreement, the terms and conditions set forth in Exhibit B attached hereto shall be incorporated by reference into this ESA.

- h. Entire Agreement. This Agreement shall not be changed, modified, or amended nor shall a waiver of its terms or conditions be deemed effective except by writing signed by both Parties. This Agreement constitutes the entire agreement between the Parties with respect to the subject matter hereof and supersedes all other prior agreement, understandings, statements, representations, and warranties, oral or written, express or implied, between the parties hereto and their respective affiliates, representatives, and agents in respect of the subject matter hereof.
- i. Waiver. The failure of either Party hereto to insist upon or to enforce its rights shall not constitute a waiver thereof, and nothing shall constitute a waiver of such Party's right to insist upon strict compliance with the provisions hereof. No delay in exercising any right, power, or remedy created hereunder shall operate as a waiver thereof, nor shall any single or partial exercise of any right, power, or remedy by any such Party preclude any other or further exercise thereof or the exercise of any other right, power, or remedy. No waiver by any Party hereto to any breach of or default in any term or condition of this Agreement shall constitute a waiver of or assent to any succeeding breach of or default in the same or any other term or condition hereof.
- j. Succession. The covenants and agreements contained herein shall be binding upon, and inure to the benefit of, the heirs, legal representatives, successors, and permitted assigns of the respective parties hereto.
- k. Assignment. This Agreement may not be assigned by either Party without the prior written consent of the other Party. Both Parties acknowledge that an assignment of this Agreement by either Party may constitute a material change to the Charter and may require approval by the Authorizer.
- l. Form of Execution. This Agreement may be executed by facsimile and in any number of counterparts, each of which shall be an original, but all of which shall together constitute one and the same instrument.
- m. Further Actions. Each Party hereto shall, at all times, cooperate in taking such actions and doing or causing to be done all things necessary, proper, or advisable or reasonably requested by the other Party hereto effect the intent and purpose of this Agreement and implement the transactions contemplated hereby.
- n. Survival. The provisions of Sections 6, 7, 8, 11, this Section 12, and any other sections or exhibits to this Agreement that by their nature extend beyond the expiration or termination of this Agreement shall survive any expiration or termination of this Agreement; *provided* that any provisions that is stated to

extend for a specific period of time shall survive only for such specified period of time.

- o. Specific Performance. In addition to all of the remedies otherwise available to CPS, including, but not limited to, recovery of damages and reasonable attorneys' fees incurred in the enforcement of Sections 7 and 8, CPS shall have the right to injunctive relief to restrain and enjoin any actual or threatened breach of the provisions of Sections 7 or 8. All of CPS's remedies for breach of Sections 7 and 8 shall be cumulative and the pursuant of one remedy shall not be deemed to exclude any other remedies. The School acknowledges and agrees that CPS's rights under Sections 7 and 8 are special and unique and that CPS would not adequately be compensated by money damages if the event of a violation of Sections 7 or 8 by the School.
- p. Connecticut Freedom of Information Act. The Board shall be entitled to receive a copy of all records and files related to the administration of the School, including, the compensation paid to CPS and any expenditures of such compensation. Such records and files are subject to the Connecticut Freedom of Information Act and may be disclosed by such Board in accordance with the Connecticut Freedom of Information Act, except that the Board may redact such records and files to remove personally identifiable information of a contributor of a bona fide and lawful contribution pursuant to a written request from such contributor.

[SIGNATURES ON THE FOLLOWING PAGE]

In witness whereof, the Parties have caused this Agreement to be signed and delivered by their duly authorized representatives on the date first written above.

**CAPITAL PREPARATORY SCHOOLS
INCORPORATED**

By: _____
Name:
Title:

**CAPITAL PREPARATORY MIDDLETOWN
SCHOOL, INC.**

By: _____
Name:
Title:

Exhibit A Performance Evaluation Tool

See attached.

<u>Criterion</u>	<u>Rating</u>	<u>Frequency of Evaluation</u>	<u>Comments</u>
<p>Education and Instruction Related Services</p> <ul style="list-style-type: none"> ● Supporting educational program and instruction ● Supporting implementation and development of policies and procedures ● Analyzing and reporting on results of assessments and diagnostics tests ● Supporting School in development and implementation of program design for college and career readiness and socio-emotional growth ● Assisting School with acquisition of instructional and curricular materials, equipment and supplies 	<p>___ Exceeds expectations ___ Satisfactory ___ Needs improvement ___ Unsatisfactory</p>	<p>Annual</p>	
<p>Business Operations</p> <ul style="list-style-type: none"> ● Assisting with preparation and maintenance of the operating procedures of the School ● Assisting with governance matters ● Assisting with process of identifying, selecting and contracting with School service providers (audit, legal, payroll, custodial, etc.) ● Facilitating the School’s purchase and procurement of information technology equipment and services 	<p>___ Exceeds expectations ___ Satisfactory ___ Needs improvement ___ Unsatisfactory</p>	<p>Annual</p>	

<p>Marketing and Fundraising</p> <ul style="list-style-type: none"> ● Developing marketing materials for School ● Devising a fundraising strategy with School's Board ● Conducting fundraising activities on behalf of School ● Assisting School with grant compliance obligations ● Assisting School with the design and implementation of student recruitment and enrollment materials, applications, procedures 	<p>___ Exceeds expectations ___ Satisfactory ___ Needs improvement ___ Unsatisfactory</p>	<p>Annual</p>	
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<ul style="list-style-type: none"> and systems ● Providing School with technology-related services including website design and troubleshooting assistance ● Providing information to School's stakeholders upon request 			
<p>Compliance and Performance</p> <ul style="list-style-type: none"> ● Assisting School prepare reports for submission to SDE ● Assisting School with legal and regulatory compliance obligations ● Providing School's Board reports on the education, operational and performance of School 	<ul style="list-style-type: none"> ___ Exceeds expectations ___ Satisfactory ___ Needs improvement ___ Unsatisfactory 	Annual	
<p>Facilities</p> <ul style="list-style-type: none"> ● Assisting with facility identification ● Arranging and supervising repairs to facility 	<ul style="list-style-type: none"> ___ Exceeds expectations ___ Satisfactory ___ Needs improvement ___ Unsatisfactory 	Annual	
<p>Human Resources</p> <ul style="list-style-type: none"> ● Assisting with recruitment of School leadership, teachers and administrative staff ● Assisting with staff training and development of administrative procedures and policies concerning personnel issues ● Assisting School with selection and administration of benefits 	<ul style="list-style-type: none"> ___ Exceeds expectations ___ Satisfactory ___ Needs improvement ___ Unsatisfactory 	Annual	
<p>Budgeting and Financial Services</p> <ul style="list-style-type: none"> ● Facilitating School's purchase of financial management software and systems ● Assisting with School's budget preparation ● Providing financial management services (invoicing, receipting, purchasing, payroll, etc.) 	<ul style="list-style-type: none"> ___ Exceeds expectations ___ Satisfactory ___ Needs improvement ___ Unsatisfactory 	Annual	

<p>Financial Reports</p> <ul style="list-style-type: none"> • Preparing financial statements and reports required by law • Providing monthly unaudited financial statements • Providing quarterly unaudited financial statement • Providing monthly budget to actual reports • Cooperating with School’s independent auditors 	<p>___ Exceeds expectations ___ Satisfactory ___ Needs improvement ___ Unsatisfactory</p>	<p>Annual</p>	
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<u>Rating</u>	<u>Rating Description</u>
Exceeds Expectations	CMO exceeds the expectations of School by providing an excellent level of service, e.g., producing reports ahead of schedule, anticipating problems and responding immediately to urgent requests, working extraordinarily flexible hours to meet the school organization’s needs, or providing supplementary detail or support “beyond the call of duty”. CMO consistently advances School’s mission.
Satisfactory	CMO consistently meets all performance expectations in timeliness, accuracy, responsiveness, efficiency, and integrity. In the rare event of failing to meet expectations, CMO acknowledges the deficiency and takes clear and decisive action to address it.
Needs Improvement	CMO has occasionally failed to meet School’s expectations, or has made a material error but otherwise has performed satisfactorily. In response to such failure, CMO is slow to respond or challenges the facts rather than focusing on solving the problem proactively.
Unsatisfactory	CMO consistently fails to meet School’s expectations, is inflexible when urgent or ad hoc requests are made, does not respond quickly to calls or emails, subverts the School’s mission by its actions and behaviors, and does not embody the values of the School.

General Comments and Feedback:

Exhibit B

Terms and Conditions

AUDIT AND INSPECTION OF PLANTS, PLACES OF BUSINESS AND RECORDS:

- A. The State and its agents, including, but not limited to, the Connecticut Auditors of Public Accounts, Attorney General, and State's Attorney and their respective agents, or where applicable, federal agencies, may, at reasonable hours, inspect and examine all of the parts of the School's and each of its Contractor Parties,' including a Charter Management Organization (CMO), plants and places of business which, in any way, are related to, or involved in, the performance of this Agreement. The Charter Board shall comply with federal and state single audit standards as applicable.
- B. The Charter Board shall maintain, and shall require each of its Contractors Parties' including a CMO, if applicable, to maintain accurate and complete Records. The Charter Board shall make all of its and the Contractor Parties', including a CMO if applicable, Records available at all reasonable hours for audit and inspection by the State and its agents.
- C. The State shall make all requests for any audit or inspection in writing and shall provide the Charter Board with at least twenty-four (24) hours' notice prior to the requested audit and inspection date. If the State suspects fraud or other abuse, or in the event of an emergency, the State is not obligated to provide any prior notice.
- D. The Contractor will pay for all costs and expenses of any audit and inspection which reveals information that, in the sole determination of the State, is sufficient to constitute a breach by the Contractor under this Contract. The Contractor will remit full payment to the State for such audit or inspection no later than thirty (30) days after receiving an invoice from the State.
- E. The Charter Board shall keep and preserve or cause to be kept and preserved all of its and Contractor Parties' Records until three (3) years after the latter of (i) final payment under this Agreement, or (ii) the expiration or earlier termination of this Agreement, as the same may be modified for any reason. The State may request an audit or inspection at any time during this period. If any Claim or audit is started before the expiration of this period, the Charter Board shall retain or cause to be retained all Records until all Claims or audit findings have been resolved.
- F. The Charter Board shall cooperate fully with the State and its agents in connection with an audit or inspection. Following any audit or inspection, the State may conduct and the Charter Board shall cooperate with an exit conference.
- G. The Charter Board must incorporate this entire Section verbatim into any contract or other agreement it enters into with any Contractor Party.

NONDISCRIMINATION

A. The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, status as a veteran, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by such Contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the State of Connecticut; and the Contractor further agrees to take affirmative action to ensure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, status as a veteran, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (2) the Contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, to state that it is an “affirmative action-equal opportunity employer” in accordance with regulations adopted by the Commission; (3) the Contractor agrees to provide each labor union or representative of workers with which the Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which the Contractor has a contract or understanding, a notice to be provided by the Commission, advising the labor union or workers’ representative of the Contractor’s commitments under this section and to post copies of the notice in conspicuous places available to employees and applicants for employment; (4) the Contractor agrees to comply with each provision of this Section and C.G.S. §§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to C.G.S. §§ 46a-56, 46a-68e and 46a-68f; and (5) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor as relate to the provisions of this Section and C.G.S. § 46a-56. If the contract is a public works contract, municipal public works contract or contract for a quasi-public agency project, the Contractor agrees and warrants that he or she will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works or quasi-public agency projects.

B. The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (2) the Contractor agrees to provide each labor union or representative of workers with which such Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which such Contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers’ representative of the Contractor’s commitments under this section, and to post

copies of the notice in conspicuous places available to employees and applicants for employment; (3) the Contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to C.G.S. § 46a-56; and (4) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor which relate to the provisions of this Section and C.G.S. § 46a-56.



State of Connecticut

SENATE DEMOCRATS OFFICE

State Capitol
Hartford, Connecticut 06106-1591

SENATOR DOUGLAS McCRORY
SECOND DISTRICT

LEGISLATIVE OFFICE BUILDING
LOB ROOM 3105
HARTFORD, CONNECTICUT 06106

CAPITOL: (860) 240-8600
EMAIL: Douglas.McCrory@cga.ct.gov

CO-CHAIRMAN
EDUCATION
CO-CHAIRMAN
INTERNSHIP
VICE-CHAIRMAN
BANKING
MEMBER
APPROPRIATIONS
COMMERCE
ENERGY & TECHNOLOGY
GOVERNMENT, ADMINISTRATION & ELECTIONS

November 10, 2022

To Whom it May Concern:

It is my pleasure to write a letter in support of approving the application for Capital Preparatory Middletown Charter School.

As a state senator, I have been a witness to Capital Prep from its inception. I know the difference that Capital Prep can make in the lives of children and their families. The consistent performance of 100% of graduates being accepted into college/university is a compelling promise to students.

I fully support the expansion of the Capital Prep model to Middletown, CT. We must continue to cultivate and support organizations that provide a path to success for our children. We look forward to working with you on approval to expand this charter school network and continuing to provide all students with access to quality education.

Sincerely,

Douglas McCrory
State Senator – 2nd District



DEPARTMENT of CHILDREN and FAMILIES

Making a Difference for Children, Families and Communities



Vannessa L. Dorantes
Commissioner

Ned Lamont
Governor

November 11, 2022

Dr. Steve Perry
Founder
Capital Preparatory Schools

Dear Dr. Perry:

Please consider this correspondence a note of support in your exploratory efforts to bring another iteration of the Capital Prep 'brand' to the state.

I have had the privilege of serving as a parent member of Capital Prep Hartford's Governance Board while my daughters were students there. I have also served as external consultant to two CPREP students as they developed their social justice projects. The rigor in which this capstone project is taught rivals that of any higher ed assignment. *(In fact, as an adjunct professor of Social Work education at Central CT State University, I facilitated having CPREP students present their projects as part of the 'raising awareness' requirement. Several of my undergrads commented how they'd wished to have had this type of "training" in high school as the CPREP students were so impressive in the depth in which the topics were researched and explored.)*

Professionally, I am the Commissioner of the Connecticut Department of Children and Families. As a career social worker in this role, I know all too well, the generational impact structural barriers have had on student success and achievement. The thoughtfulness in planning the foundation that undergirds CPREP institutions is necessary to address the inequities that plague many systems of public education. The emphasis on social justice and college preparation provides the perfect ingredients for children to thrive. That recipe strengthens families and in turn, uplifts communities.

The discipline created in the environment of the school creates an atmosphere of pride, purpose, and determination. Along with the example provided above, I have also allowed CPREP students the opportunity to complete summer internships in the Academy for Workforce Development here at DCF. This is not typically afforded to high school students however, the students who we hosted presented themselves with such grace and maturity, we made the exception.

Recent data on the toll the pandemic has taken on students will require action-oriented curriculum development with an emphasis on social emotional learning. The year-round schedule the CPREP model touts reduces the likelihood of more learning loss and interrupted momentum. It is this type of innovation that is critically important, now more than ever.

I could go on and on about the value of a Capital Prep education as I have witnessed its benefits first-hand. Students find their voice --- become true champions of justice and leaders in advocacy. If there is any doubt that this type of institution would add value to any community in which it is erected, #JustAskCapitalPrep!

Sincerely,

A handwritten signature in blue ink, appearing to read 'Vanessa L Dorantes', written over a large, stylized blue circular flourish.

Vanessa L Dorantes, LMSW
Commissioner
CT Department of Children and Families
commissioner.dcf@ct.gov



CONNECTICUT STATE CONFERENCE OF NAACP BRANCHES

www.ctnaacp.org

October 13, 2022

Officers:

PRESIDENT
Scot X. Esdaile

1ST VICE PRESIDENT
Ronald P. Davis

2ND VICE PRESIDENT
Jason Teal

TREASURER
Rosa Browne

SECRETARY
Virginia L. Monteiro

To Whom it May Concern,

I have known and worked with Dr. Steve Perry since 1995. Our work has been focused on improving the lives of Black People in the state of Connecticut and the Nation. I support him as an educator and as a dedicated civil rights advocate.

When he opened Capital Prep Magnet School in Hartford in 2005, I supported it. In 2015, I supported the expansion of the Capital Prep model’s growth to a charter school in Bridgeport, CT. Since that time, Capital Prep Harbor School has sent 100% of it primarily Black and Latin low-income first generation collegiate to four-year colleges every year since its inception.

As I continue to fight to expand civil liberties for our communities that have been deprived, I see the importance of expanding access through education. Therefore, I support the expansion of Capital Prep into Middletown. I have seen the model success and I am aware of the need for more opportunities for black children to gain access to a quality education.

If you have any questions pertaining to this letter of support, please feel free to call me any time at (203) 668-4562.

Sincerely,

Scot X. Esdaile, President
CT NAACP State Conference

NAACP National Board Member

755 Main Street · Hartford, CT 06103
Office: 860-523-9962 Fax: 860-523-9934
Email: ctnaacp2019@gmail.com



October 24, 2022

Sana L. Cotten
Unashamed Inc.
Iamunashamedllc@gmail.com
PO Box 1822, Middletown, CT 06457

To Whom it May Concern:

It is my pleasure to write a letter in support of approving the application for Capital Prep Middletown Charter School.

I am the founder of Unashamed Inc., a nonprofit organization based in Middletown, CT that fosters emotional health in disadvantaged families that have experienced incarceration, foster care, and teen pregnancy. Through various initiatives, equip families with the tools to dismantle unhealthy generational patterns and transition from surviving to thriving. It is our hope that we will be able to act as a resource to the students and families of Capital Prep Middletown as they navigate their educational journey. We are here to fill in the gap when these families may lack proper hygiene products, seasonal attire, or even food. We want to ensure that these basic needs don't become an obstacle that distracts them from their greater goals of graduation and college.

In conclusion, I fully support the expansion of the Capital Prep model to Middletown, CT. We must continue to cultivate and support organizations that provide a path to success for our children. We look forward to working with you on approval to expand this charter school network and continuing to provide all students with access to quality education.

Sincerely,

A handwritten signature in blue ink, appearing to read "Sana L. Cotten".

Sana L. Cotten, Founder & Executive Director
Unashamed Inc.

November 1, 2022

To whom it may concern,

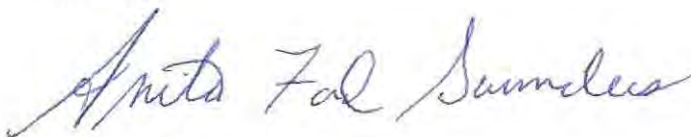
I am writing this letter in support of the proposed Capital Prep Middletown Charter School. In full transparency, I no longer have school-aged children in Middletown. I am speaking as a parent who sent two children through the school system.

I am in favor of the expansion of the Capital Prep model in Middletown, CT because students in Middletown and surrounding areas deserve the opportunities a model like this offers.

Parents and children deserve options that set high expectations and provide a pathway for our students that lead to success. That should always be our focus.

As an active member of this community, I look forward to working with all those involved in making Capital Prep Middletown a reality.

Sincerely,



Anita Ford Saunders, APR
she/her/hers
anitafordsaunders@gmail.com
860-690-5559



CENTRAL

CONNECTICUT STATE UNIVERSITY

Department of Counseling and Family Therapy

November 8, 2022

To whom it may concern:

I would like to submit this letter of support for the new Capital Prep Middletown Charter School in Middletown, CT. I am a 35-year retired school counselor from the Middletown School system and a 12-year retired adjunct professor from Central Conn. State University. I have also had the great fortune of working with the faculty and administration of the Capital Prep Magnet School in Hartford, CT. and The Capital Prep Charter Schools in Bridgeport, CT., and Harlem, New York. I assisted with the College and Career Program. During our affiliation, I have been able to witness many of the strengths of the Capital Prep program.

The greatest strength must be the administration and staff! I have witnessed them going beyond the "call of duty" to bring about success for ALL students and fellow staff to reach a positive result in a situation. Whether carrying a student to a college fair or an important meeting, giving food items needed for the home, or sending a get-well card to a fellow staff member, the Capital Prep family grows TOGETHER!

After years of attending Capital Prep, the staff and the students understand the rewards and benefits of quality education. They are shown the present as well as future implications of positive education. All students are accepted to a FOUR-YEAR college or university upon graduation from high school. Upon graduation from college, some of the students enter education or other related fields. Many of the staff continue their personal education so that they may impart more knowledge to the students and their families.

The adage "It takes a village to raise a child" is evident at Capital Prep! Parents/guardians and school staff work cohesively to monitor student progress. Quarterly, student-led conferences are held to discuss the progress of each student. This is an opportunity for all to address any issue a student or staff may have. This is an example of an entire school/ family working together to produce a Capital Prep Student! Hopefully, this model will occur in ALL schools in the future. If you have further questions, please contact me at les24482000@yahoo.com or 860-685-1955.

Sincerely,

A handwritten signature in cursive script that reads "Leslie Saunders".

Leslie Saunders
Adjunct Professor
Central Connecticut State University



Cross Street African Methodist Episcopal Zion Church
440 West Street P.O. Box 223
Middletown, CT 06457
Phone: (860) 344-9527
Fax: (860) 344-1740
Email mharvill@snet.net

Moses L. Harvill M. Div.,
Pastor

November 15, 2022

To Whom It May Concern:

It is with enthusiasm that I write a letter to approve the application for Capital Prep Middletown Charter School.

As a pastor in the city of Middletown, it has been my desire to start the Capital Prep Middletown Charter School. We have students who are members of the church and in the community that will benefit from a school that will provide equal access to quality education and a pathway to college. An alternative school, as designed like Capital Prep, will equip and inspire students to excel in school and become productive citizens.

In conclusion, I fully support, along with my congregation, the approval of the Capital Prep Model to Middletown, CT. We have observed the success of this model in other communities. We will provide the help and resources needed to make the years of dreams and aspirations come to reality in Middletown.

We look forward to working with the Charter school to provide students with access to quality education.

Without reservations, I recommend approving the Capital Prep Middletown Charter School application.

If you need further information, don't hesitate to contact me.

Faithfully Yours,

Presiding Elder Moses L. Harvill, Senior Pastor
mharvill@snet.net
100 Scenic View Drive
Middletown, CT 06457

Barbara W. Holloman
bfortheyouth@aol.com
95 Acorn Drive
Middletown, CT 06457

To Whom it May Concern:

It is my pleasure to write a letter in support of approving the application for Capital Prep Middletown Charter School.

For many years, parents have sent their child/children to a public school to receive an education. Unfortunately, they did not have the freedom or flexibility in this area to choose outside of the traditional options. Currently, many of the classrooms are overcrowded and the children are not receiving the proper attention from their teachers, causing them not to receive the full and proper education they deserve. Having the Capital Prep model here in Middletown will allow children to attend a school where they can excel and thrive while their educational needs are met.

In conclusion, I fully support the expansion of the Capital Prep model to Middletown, CT. We must continue to cultivate and support organizations that provide a path to success for our children. We look forward to working with you on approval to expand this charter school network, and continuing to provide all students with access to quality education.

Sincerely,

Barbara W. Holloman

Apostle William J. McKissick, Jr.
New Jerusalem Christian Center Church
47 Norfolk Street
Middletown, CT 06457

To Whom it May Concern:

It is my pleasure to write a letter in support of approving the application for Capital Prep Middletown Charter School.

New Jerusalem Christian Center Church and Capital Prep have the opportunity to increase community involvement and team up against a growing culture of violence and drug activity, especially in the young minority community. In joining the number of positive influences available to the youth, we can tip the scale for consistently positive influence, highlighting opportunities for greatness, fostering educational advancement and success that follows students into adulthood.

In conclusion, I fully support the expansion of the Capital Prep model to Middletown, CT. We must continue to cultivate and support organizations that provide a path to success for our children. We look forward to working with you on approval to expand this charter school network, and continuing to provide all students with access to quality education.

Sincerely,

Apostle William J. McKissick, Jr.

Apostle William J. McKissick, Jr.

Yvette Highsmith Francis

Yvettehighsmith@gmail.com

31 Empire Way
Bristol, CT 06010

To Whom It May Concern:

It is my pleasure to write a letter in support of approving the application for Capital Prep Middletown Charter School.

I was born and raised in Middletown and educated through the public school system. There was no other option for my family in regards to education and while my public school education was not completely negative but it was not supportive as a Black child living in poverty at that time. I was told more frequently, what I could not do or accomplish than I was encouraged to strive for my best.

As a mother to four now young adult children, I also did not have financially feasible alternatives to public school education for my children. It is time, however, for Middletown families to have options. It is time for children to be educated in an environment that celebrates, nurtures and challenges them to be their best selves, particularly Black and Brown children. The academic achievement chasm will only be closed when Black and Brown families are able to have quality options for where their children receive their education and the type of education afforded to them. Families in Middletown should not have to figure out how to get their children to Hartford or Bridgeport in order to have their child educated in a Capital Prep model school.

In addition to my lived experience, I also work for a federally qualified health center that serves over 100,000 CT residents and has its home base in Middletown. As a primary care health system, we see the needs of families and children and understand the impact that a nurturing school setting can have on a child's life trajectory.

In conclusion, I fully support the expansion of the Capital Prep model to Middletown, CT. We must continue to cultivate and support organizations that provide a path to success for our children. We look forward to working with you on approval to expand this charter school network, and continuing to provide all students with access to quality education.

Sincerely,

A handwritten signature in black ink that reads "Yvette Highsmith Francis". The signature is written in a cursive, flowing style.

Yvette Highsmith Francis

Kai Nikki Belton
Road2resilienceknb@gmail.com
263 Fowler Ave
Middletown Ct 06457

To Whom it May Concern:

It is my pleasure to write a letter in support of approving the application for Capital Prep Middletown Charter School.

As a former Capital Prep parent, I have personally experienced the benefits of sending my two children to a school that helped prepare them for the real world socially and academically. They are both bright, successful individuals who maintain the social justice warrior mentality that has been instilled in them.

Witnessing the greatness, I see in them in this moment and what I know is to come, I can say confidently that Capital prep has had a significant hand in their development. As a Social Worker, and Middletown Community member, I am ecstatic about Capital Prep coming to Middletown. Our children deserve the opportunity to be nurtured, educated, and empowered to be their best selves.

In conclusion, I fully support the expansion of the Capital Prep model to Middletown, CT.

We must continue to cultivate and support organizations that provide a path to success for our children. We look forward to working with you on approval to expand this charter school network, and continuing to provide all students with access to quality education.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Kai Belton', written in a cursive style.

Kai Belton

Shioban N. Gordon
shiobangraig@yahoo.com
115 Schuyler Avenue, Middletown, CT

To Whom it May Concern:

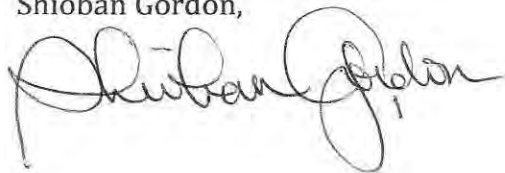
It is my pleasure to write a letter in support of approving the application for Capital Preparatory Middletown Charter School.

Based on the success of the already developed Capital Preparatory charter schools, the system appears to successfully challenge students to commit to success and forward thinking as they mature and develop. Having another school available in the local community would benefit all local educators by offering a way to decrease class sizes, therefore increasing individualized attention and better student outcomes.

In conclusion, I fully support the expansion of the Capital Prep model to Middletown, Connecticut. We must continue to cultivate and support organizations that provide a path to success for our children. We look forward to working with you on approval to expand this charter school network, and continuing to provide all students with access to quality education.

Sincerely,

Shioban Gordon,

A handwritten signature in black ink that reads "Shioban Gordon". The signature is written in a cursive style with a large, looping initial "S".

Bishop W. Vance Cotten, Sr.
322 Butternut Street
Middletown, CT 06457
wthesavior@aol.com

To Whom it May Concern:

It is my pleasure to write a letter in support of approving the application for Capital Prep Middletown Charter School. Capital Prep has been a great addition to the state. It has given parents the freedom to choose the education that is best for their child/children.

It is my personal belief that in order for our children to receive a proper education, they first must feel safe. When a child feels safe, they are able to learn the basic things in life without stress, strain, or struggle. Children today are those who will shape the world for tomorrow. A good education teaches children to think critically, communicate well, develop, and solve problems. It also prepares them to contribute positively to society. A good education not only secures a child's life, it also collectively, contributes to the development of a better world. It gives them a voice to articulate what needs to be said and provides stability in life; which is something that no one can ever take away from you.

In conclusion, I am a firm believer that every child deserves an opportunity to grow academically therefore, I fully support the expansion of the Capital Prep model to Middletown, CT. We must continue to cultivate and support organizations that provide a path to success for our children. We look forward to working with you on approval to expand this charter school network, and continuing to provide all students with access to quality education.

Sincerely,


Bishop W. Vance Cotten, Sr.

Trecia Giscombe-Gooden
treciag24@gmail.com
Mailing Address:

To Whom it May Concern:

It is my pleasure to write a letter in support of approving the application for Capital Prep Middletown Charter School.

I have two children enrolled in Capital Prep Harbor School. My son, Bryan, is a senior in the Upper School, and my daughter, Shiann, is a sixth grader in the Lower School. A teacher that we knew at my kids' prior school - which was closing - told us about Capital Prep, and the more I read, I felt it was a great option. And this school is so supportive. The reason we love this school is the staff. We have all had great relationships with the Illuminators and the overall staff.

The best part of being a Capital Prep parent is being fully informed. We get emails, phone calls, text messages - I am always in the know, and I love that. I love to know what the school is doing and what is going on with my kids. I am floored by this school and the way they keep parents informed.

The school also emphasizes graduating from high school and going to college. It's ingrained. Even my little one is talking about the kind of college she wants to go to. In order to go to college, you need to prepare - and they prepare them now. This is a core value and all of the children know that. They expect their scholars to excel and they help them dream big.

More families should have access to this kind of school and this support. I fully support the expansion of the Capital Prep model to Middletown, CT.

We must continue to support organizations that provide a path to success for our children - all children. We look forward to working with you on approval to expand this charter school network and continuing to provide all students with access to quality education.

Sincerely,

Trecia Giscombe-Gooden



Jasmine Scales
58 Johnson Street Unit 302
Bridgeport, CT 06604
Jscales78@gmail.com

To Whom it May Concern:

It is my pleasure to write a letter in support of approving the application for Capital Prep Middletown Charter School.

My daughter, Sonomah, is a current student at Capital Prep Harbor School, and we cannot say enough wonderful things about the education she is receiving. The dedication of her teachers is incredible. When my daughter needs extra help, her teacher responds right away – no matter the time of day! I have had her teacher on the phone with me in the evenings to check in and make sure we have all the educational resources we need for Sonomah to thrive. And she is thriving! We're so thankful we found this school.

It was also very important to me to find a school that emphasizes college prep. I know the difference a college education can make in a person's life, and I want that for my daughter as well.

More families should have access to this kind of school and this support. I fully support the expansion of the Capital Prep model to Middletown, CT.

We must continue to cultivate and support organizations that provide a path to success for our children. We look forward to working with you on approval to expand this charter school network and continuing to provide all students with access to quality education.

Sincerely,

Jasmine Scales

Full Name: Kristen Negrón

Email Address: knegron0514@gmail.com

Mailing Address: 865 W Main St, New Britain, CT 06053

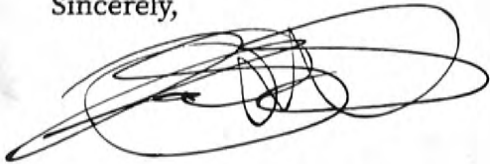
To Whom it May Concern:

It is my pleasure to write a letter in support of approving the application for Capital Prep Middletown Charter School.

As a product of a magnet school with a focus on global and international studies I know that the experiences students receive within these spaces are much richer than those currently available to our black and brown students in the public school system. In magnet and charter schools, there is a deep commitment to the success of each individual student, rather than a focus on overall performance of the cohort.

In conclusion, I fully support the expansion of the Capital Prep model to Middletown, CT. We must continue to cultivate and support organizations that provide a path to success for our children. We look forward to working with you on approval to expand this charter school network, and continuing to provide all students with access to quality education.

Sincerely,

A handwritten signature in black ink, appearing to be 'Kristen Negrón', written in a cursive style with several loops and flourishes.

LaTusha R. Hayes
latushahayes@gmail.com
290 Hunting Hill Ave., Middletown CT

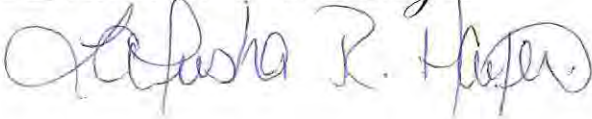
To Whom it May Concern:

It is my pleasure to write a letter in support of approving the application for Capital Prep Middletown Charter School.

Capital Prep Middletown Charter School will be a great asset to Middletown. It would definitely be great for **OUR** kids to get the best quality of education because there would be the best educational programs available to the students that attend. This would also allow our kids to be successful in their lives after their experience within Capital Prep.

In conclusion, I fully support the expansion of the Capital Prep model to Middletown, CT. We must continue to cultivate and support organizations that provide a path to success for our children. We look forward to working with you on approval to expand this charter school network, and continuing to provide all students with access to quality education.

Sincerely,

LaTusha R. Hayes


551 Shuttle Meadow Ave.
New Britain, CT 06052
lindamiller227@yahoo.com

Dr. Steve Perry
Founder and Head of Schools
Capital Preparatory Schools

Dear Dr. Perry,

It is my pleasure to write a letter in support of approving the application for Capital Prep Middletown Charter School.

Capital Prep has been a great addition to the state. It has given family and students a much needed alternative educational opportunity using a whole child approach with a unique advisory model that personally monitors academic achievement as well as social-emotional progress and the use of an immersive social justice education model that develops scholars as agents of change.

I fully support the expansion of the Capital Prep model to Middletown, CT because one size does not fit all and it's important to continue to cultivate and support organizations that provide a path to success for our children. I look forward to continuing my work with you on approval to expand this charter school network, and continuing to provide all students with access to quality education.

Sincerely,



Linda Butts Brooks Miller
Founding member of Capital Prep Middletown

Venessa Perry
Vharwood12@hotmail.com
95 Bailey Rd
Middletown, CT 06457

To Whom it May Concern:

It is my pleasure to write a letter in support of approving the application for Capital Prep Middletown Charter School.

It is important to my husband and I that our children are able to realize their full potential. We believe Capital Prep Middletown CS will provide the educational opportunity for our son Deon that will allow him to grow and develop academically. We know he will see the fruits of his earned achievements, and learn how he can have a positive impact on his community. Deon is currently in 7th grade at Breakthrough Magnet School-South in Hartford.

In conclusion, I fully support the expansion of the Capital Prep model to Middletown, CT. We must continue to cultivate and support organizations that provide a path to success for our children. We look forward to working with you on approval to expand this charter school network, and continuing to provide all students with access to quality education.

Sincerely,



----- Forwarded message -----

From: **Tania Sutherland** <techartist7@gmail.com>

Date: Fri, Oct 21, 2022 at 6:20 PM

Subject: Re: Reminder! Our next Town Hall is Monday, October 24th!

To: Capital Prep Middletown News <info@wearecapitalprep.org>

Hi

I am a resident of Middletown which is why I am writing to support Capital Prep today.

I believe Capital Preparatory understands the Black and Brown community demonstrated in the 100% graduation data. Organizations as such helps to close the widening achievement gap in the state of Connecticut. I have seen the numbers, spoken to staff, and more importantly had conversations with students.

As a principal in another district, I endorse this school in my city - Middletown.

Please use this email as a letter of endorsement.

Thank you.

Educationally Yours,

Tania N. Sutherland, MEd, Sixth Year

[825 Town Colony Drive](#)

[Middletown, CT 06457](#)

Sent from my iPhone

Tilah White
Tilah.White1215@outlook.com
58 Traverse Square, Middletown, CT 06457

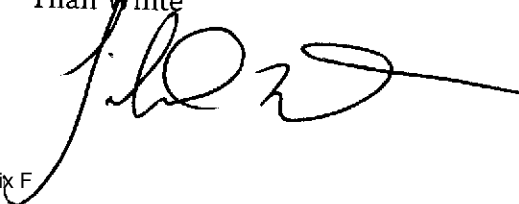
To Whom it May Concern:

It is my pleasure to write a letter in support of approving the application for Capital Prep Middletown Charter School. Middletown deserves a change! I was born in Middletown in 1988. I attended school here until 4th grade. When I moved to Hartford, CT. At the time I attended public schools until 9th grade, then I went on to graduate from Windsor Public School. I have had the chance to experience the difference in each town. Though I was young while attending school in Middletown I felt the pressure when transferring to Hartford and Windsor schools. I am now back in Middletown raising my three children ages 4, 9, and 12. While trying to transfer my children from a Magnet school in Hartford I ran into an issue with my 4-year-old in finding a Pre-K school to bring my child to before I get my other two children off to two different schools. This is very unfortunate and at times frustrating because now I am some what forced to bring my children to school in Hartford while living in Middletown and working in Wallingford, CT. Not only do my children have the opportunity to attend the same school, but the school is also able to keep up with their progress since they first started school. This helps the teachers to work together with the children in guidance and education. Bringing Capital Prep to Middletown not only brings jobs to our community but it brings our community closer together. Children at the age of 3 and 4 are now more developed and should have the opportunity to start learning in a school environment to help prepare them for kindergarten. Then continue in the same school with the same teachers who get to assist and watch them grow. With the benefits Capital Prep offer for college prep and preparing our children from the time they begin school and allowing children from other communities to attend the same school, this will bring in diversity, more community leaders, and a positive competitive school administration.

In conclusion, I fully support the expansion of the Capital Prep model to Middletown, CT. We must continue to cultivate and support organizations that provide a path to success for our children. We look forward to working with you on approval to expand this charter school network and continuing to provide all students with access to quality education.

Sincerely,

Tilah White





November 21, 2022

The Honorable Charlene Russell-Tucker
Commissioner for the Connecticut State Department of Education
450 Columbus Blvd
Hartford, CT 06103

Dear Commissioner Russell-Tucker,

On behalf of the Connecticut Charter Schools Association (CTCSA) I am writing to reiterate our firm support for the charter school sector in Connecticut in conjunction with the Connecticut State Department of Education's (CSDE) March 2022 Request for Proposals (RFP) for the Development of State and Local Charter Schools. CTCSA serves as a unified voice for the 21 public charter schools in the state and focuses on supporting high quality public schools and strengthening charter stakeholder voices through advocacy, and advisory and training services. We are committed to working alongside your office to support educationally disadvantaged students in Connecticut.

In October 2022 CTCSA was awarded a grant of approximately \$25 million through the U.S. Department of Education Grants to State Entities program. This award will enable CTCSA to implement a subgrant award competition over a five-year grant period running from October 1, 2022, through September 30, 2027. CTCSA expects to disburse up to \$1.47 million each to organizations which seek to open new charter schools, and for existing operators seeking to expand in Connecticut. We expect charter schools approved under the CSDE RFP will also apply for subgrant funding under this program.

Grants will be awarded through a rigorous subgrant competition through which applicants can earn points by identifying how they intend to meet key project goals. These goals are to:

- I. Increase the number of high-quality public-school seats for educationally disadvantaged students in Connecticut.
- II. Strengthen the caliber of charter school operation and authorization in Connecticut.
- III. Strengthen collaboration and resource sharing among schools with different governance structures, particularly between charter schools and traditional public school districts.

Through this grant we hope to grow the pipeline of both endogenous operators seeking to expand operations, and external operators for whom the availability of funding would enhance their interest in a potential Connecticut launch. We look forward to supporting your efforts to serve Connecticut public school students both through the successful implementation of this federal grant, and through our existing work in the sector.

Sincerely,
Ruben Felipe

Executive Director
Connecticut Charter Schools Association



Middlesex Community College

100 Training Hill Road
Middletown, CT 06457
866-526-6008 toll free
860.343.5800 phone
860.344.7488 fax

November 14, 2022

To whom it may concern:

The Connecticut community college system has fostered the academic growth of students from all communities, ages and backgrounds since its inception. Middlesex Community College has been a leader in the state and nation for its ability to engage its community by creating compelling, affordable and accessible academic experiences.

Capital preparatory schools were born in the community college system. The Capital Preparatory Magnet School started in 2005 at Capital Community College as an early college magnet school. Since that time, it has gone on to open schools in Bridgeport with Housatonic Community College as well as in New York with its state's community college system. Each of the schools is an early college school. Each has sent 100% of its primarily low income and minority graduates to four-year colleges.

The Connecticut state legislature established the early college program to provide access to college classes for high school students. Capital Prep has effectively engaged this strategy to provide its scholars in Hartford, Bridgeport, Harlem and the Bronx access to college courses while still in high school. All of its students graduate high school with college credits and 5 have graduated high school with their associate's degrees.

It is for this and other such reasons, that I support the expansion of the Capital Preparatory Schools model of early college high schools in Middletown in the form of the Capital Prep Middletown School. We support their scholars as they pursue their college dreams through the early college experience at Middlesex Community College.

We look forward to the fruits of this partnership and the impact it will have on Middlesex County.

Sincerely,

Kimberly Hogan
Interim Chief Executive Officer

Middlesex Community College

mxcc.edu


An Equal Opportunity Employer Connecticut State
Colleges & University System




Social Justice Project

SCHOOL TO PRISON PIPELINE: USING RESTORATIVE JUSTICE

By: Name Redacted



Appendix H



Key terms

School to Prison pipeline - The disproportionate tendency of minors and young adults from disadvantaged backgrounds to become incarcerated because of increasingly harsh school policies.

Minority- A student that belongs to a race that is typically underrepresented in a set population.

Underrepresentation- Inadequate representation of minorities in a group that is disproportionate to the demographics of the general population.

Key Terms

Punitive - Inflicting or aiming at **punishment**

Responsive approach - an evidence-based approach to teaching that focuses on engaging academics, positive community, effective management, and developmental awareness.

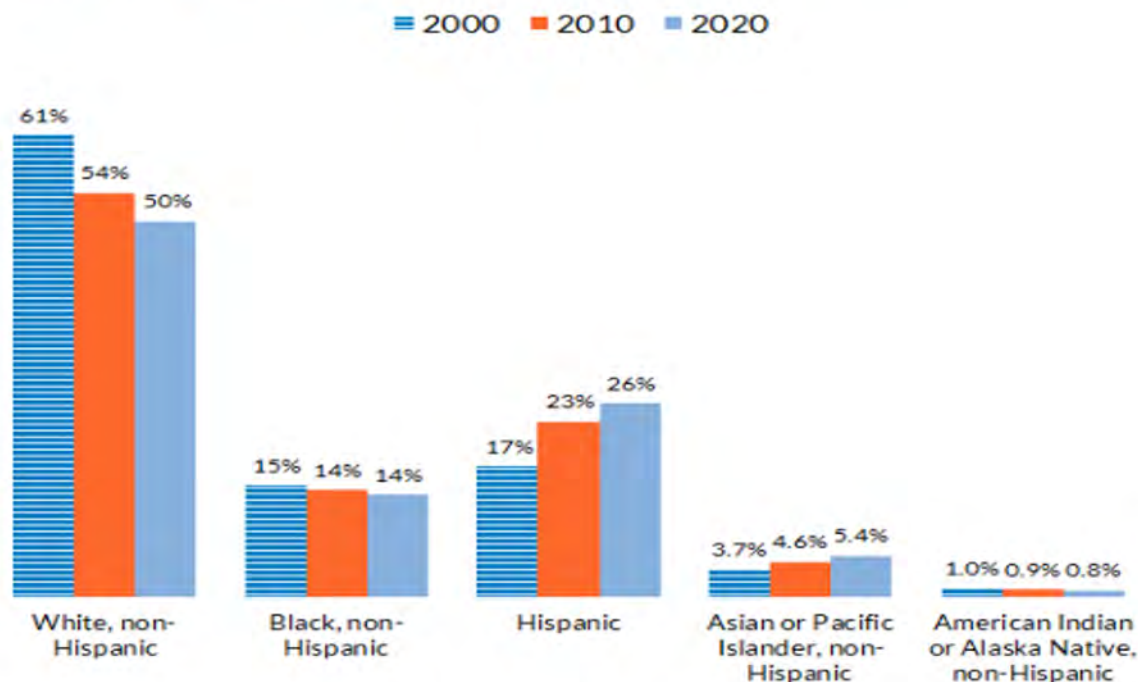
Broken Glass Theory - The theory suggests that targeting minor crimes such as **vandalism** and public drinking prevents more serious crimes.

Zero tolerance policies - School discipline policies and practices that mandate predetermined consequences, typically severe and punitive.

What is my Social Injustice?

1. African American students are suspended at a higher rate than white students (Lopez, 2017).
1. Teachers are more punitive in their disciplinary actions towards African American students than white students (Smith, 2017).

Percentage Distribution of Children under Age 18, by Race and Hispanic Origin: 2000, 2010, and Projected 2020



Appendix H

Note: Data reflect new race categories from the 2000 decennial census and only include those respondents who identified with a single race. Children of Hispanic origin may be of any race.

Source: Federal Interagency Forum on Child and Family Statistics. (2017). America's children: Key national indicators of well-being, 2017 [Tables POP1 and POP3]. Washington, DC: Author. Retrieved from

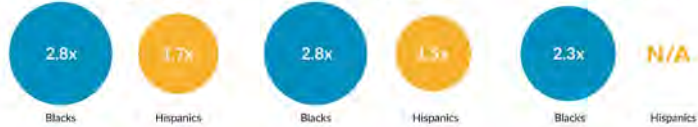
Black and Hispanic people are arrested and incarcerated at higher rates than whites in New Hampshire, and at more disproportionate rates than blacks and Hispanics nationwide.

LIKELIHOOD OF BEING ARRESTED COMPARED TO WHITES

Hillsborough County

New Hampshire

United States

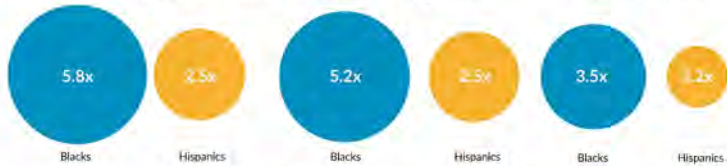


LIKELIHOOD OF BEING IN JAIL COMPARED TO WHITES

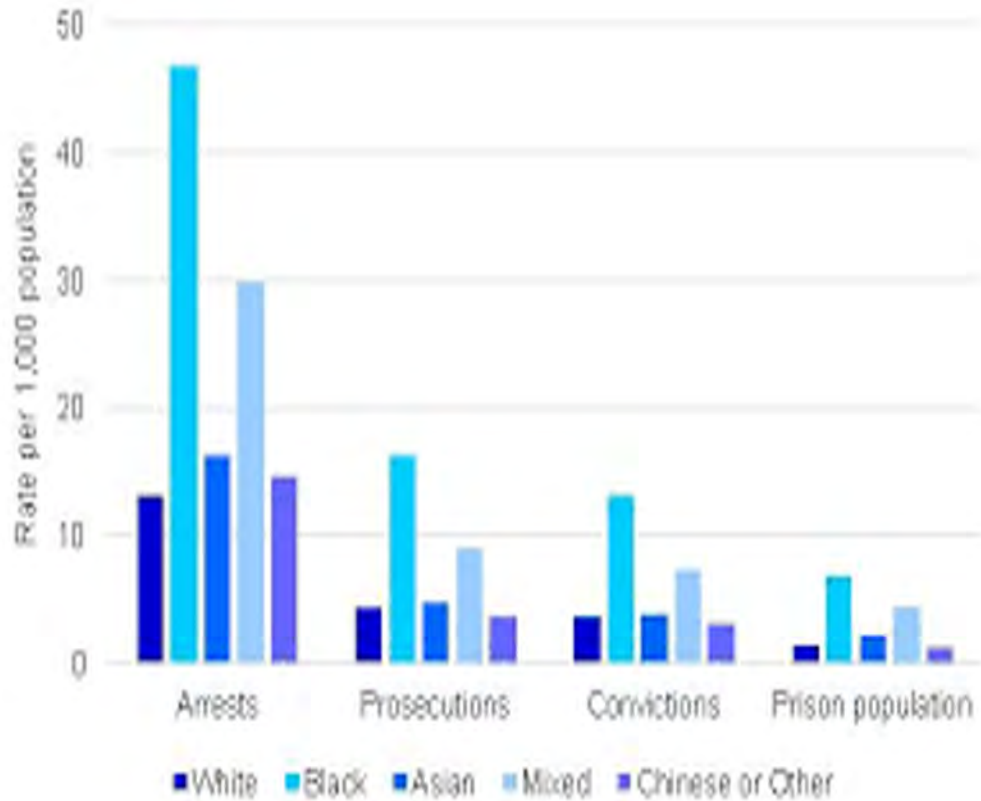
Hillsborough County

New Hampshire

United States



Sources: County and state arrest data: NHDOS, 2014. National arrest rates: BJS Uniform Crime Reporting Program, 2012. National and state jail data: BJS survey of confined local jail inmates on Dec 31, 2013. County jail data: averages from four Hillsborough County jail censuses, taken at six-month intervals on 9/1/2014, 3/21/2015, 9/1/2015 and 3/21/2016.



How Research Was Conducted?

Databases Used: ICONN, Google Scholar, and Mycommnet

Key Search Terms: School to prison pipeline, restorative justice, punitive teachers, zero tolerance policies, and excessive suspensions

Years: 2000 to 2018

Research Application

- The Hernandez-Melis, et al (2016) study examined the effects of an alternative to suspension intervention in a therapeutic high school
- The Atilas, et al (2018) study examined how the school environment impacts the teacher's response to student misbehavior.
- The Dyke (2014) study examined the connections between children who identify as African-American increased disciplinary referrals due to defiance or insubordination that has long been established

Research application

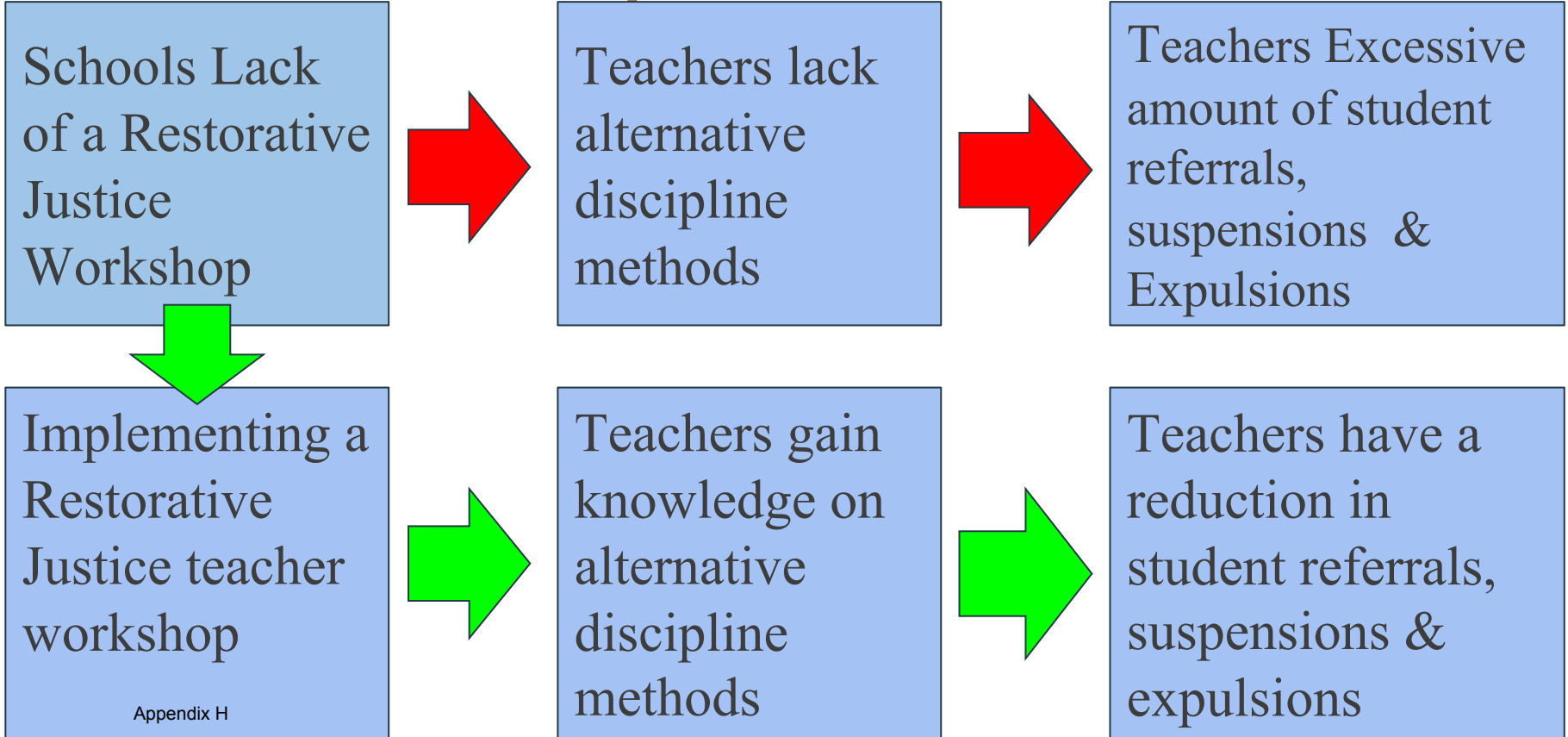
- The Thompson (2016) study examines Miami-Dade County public schools' approach to eliminating zero-tolerance policies.
- The Flower, et al (2017) study examines if teacher preparation programs really prepare teachers.

Synthesis of Study

THEMES FROM THE RESEARCH:

- Researchers agree that minority students are being referred, suspended, and possibly expelled for minor violations
- Teachers need to change their student discipline methods and strategies.

Conceptual Framework



Research Questions

Essential Question: Can a restorative justice teachers' workshop improve the attitudes and behaviors of the participating teachers?

- **Sub Question 1:** What are the attitudes and behaviors of the participating teachers before the treatment ?
- **Sub Question 2:** What are the attitudes and behaviors of the participating teachers during the treatment?
- **Sub Question 3:** What are the attitudes and behaviors of the participating teachers after the treatment?

Purpose of Action Plan

- To improve the attitudes and behaviors of the teachers.
- Improve the effectiveness of teachers' discipline methods
- Compare the current methods they use in the classroom with the methods and strategies that they learn during the program
- Get teachers to become aware of the consequences of their methods if ineffective

Population and Sample

Population: Teachers who work with African American or minority students

Sample: 5 Self-Selected 7-12th grade teachers at Capital Prep Harbor Upper School

3 Male teachers

2 Female teachers

Consultant: Joe Brummer

- Offers trainings in mediation, restorative practices/justice, conflict management, and communication all over the Country
- Instrumental in
 - Action plan
 - Surveys
 - Raising awareness event
 - Determining data collection tools

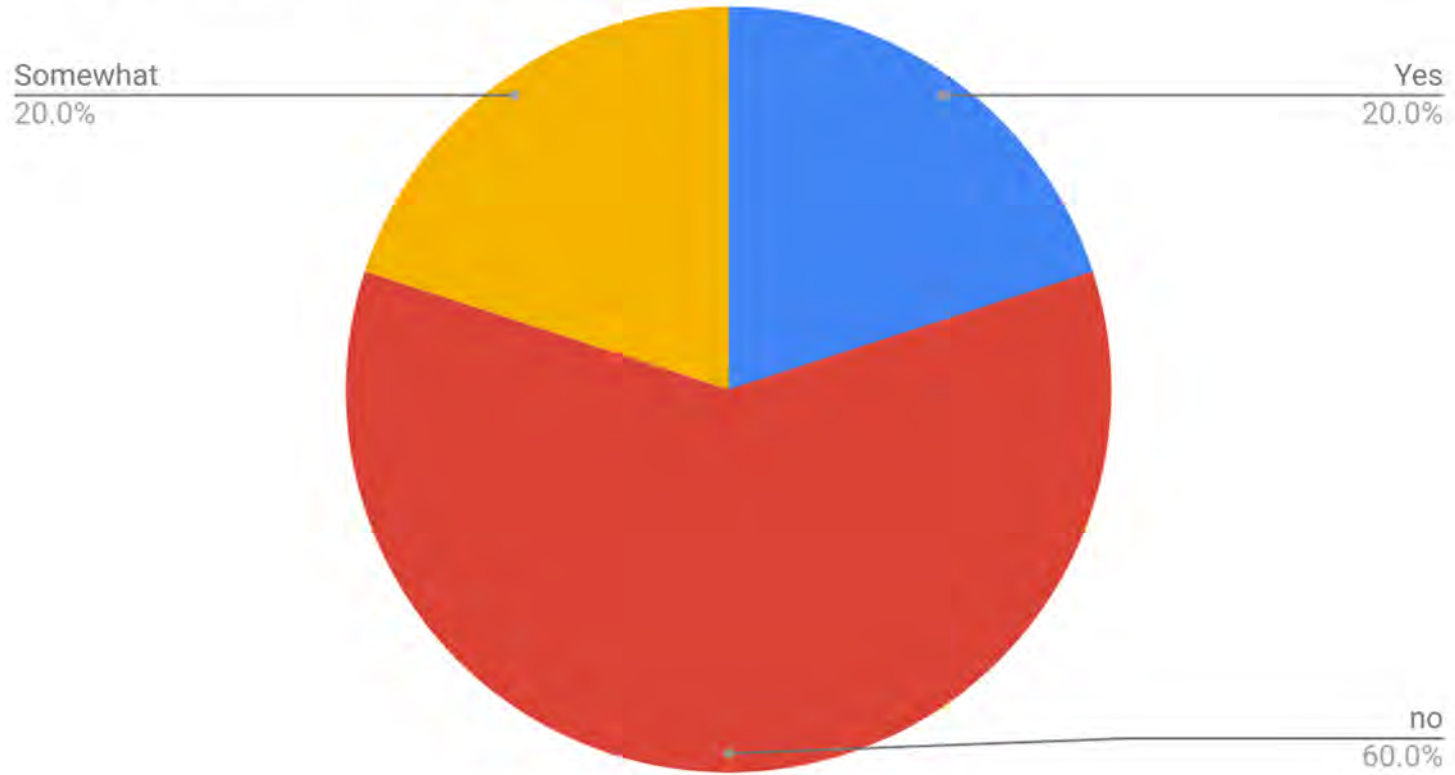
Action Plan Task

Project Component	Component Description	Data collection	Research Question
Problem Solving Activities	Open discussions Mock trial of “circle” How to facilitate “circle”	Pre/Post Referral Data pre/post survey Observational notes	Sub Question 1/2/3
Raising Awareness in Media Or Policy Makers	Instagram page	Insight data	Essential Question
Raising Awareness Event	Restorative justice Film	Exit ticket	Essential Question
Multimedia Product Appendix H	Videos from program sessions	Observational notes	Sub Question 2

Research Sub-Question 1

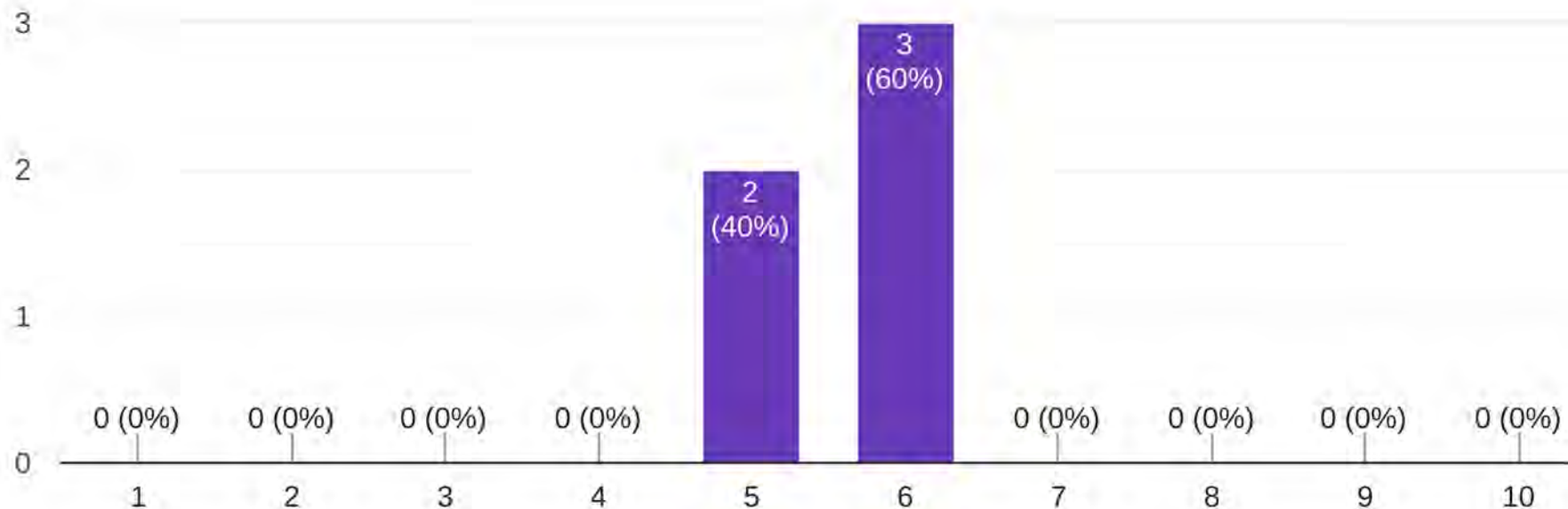
What are the attitudes and behaviors of the participating teachers before the treatment?

Do you know of restorative practices?

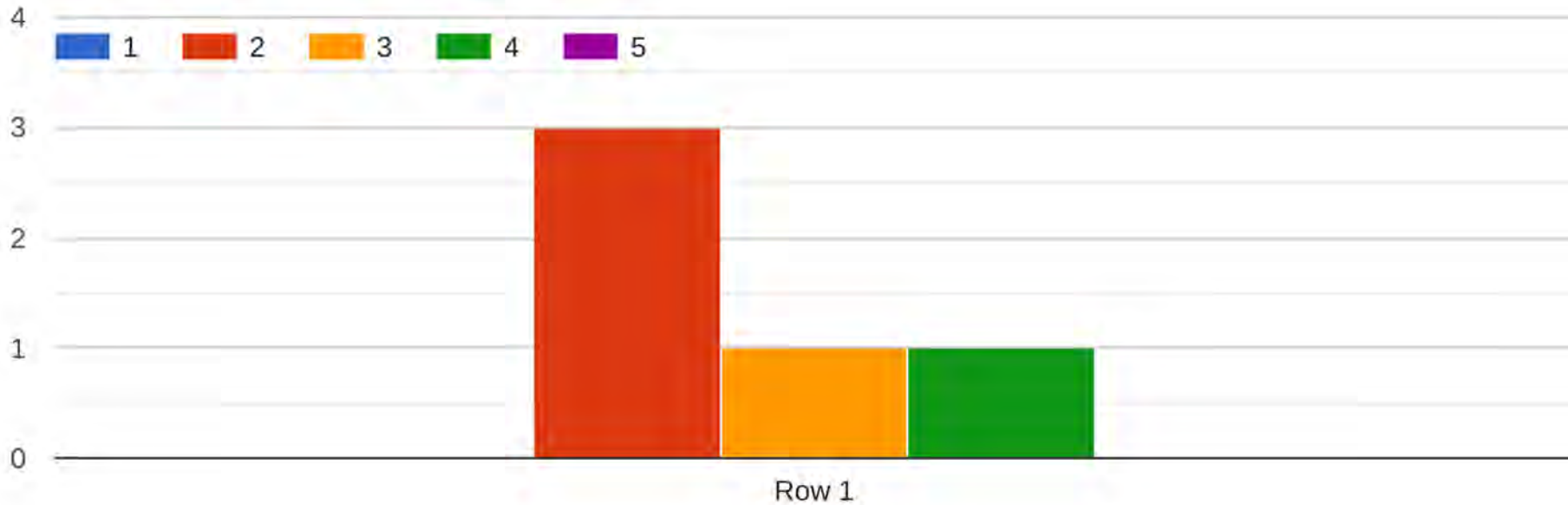


On a scale from 1-10, how effective are your discipline methods in the classroom? (1 being the least effective 10 being the most effective)

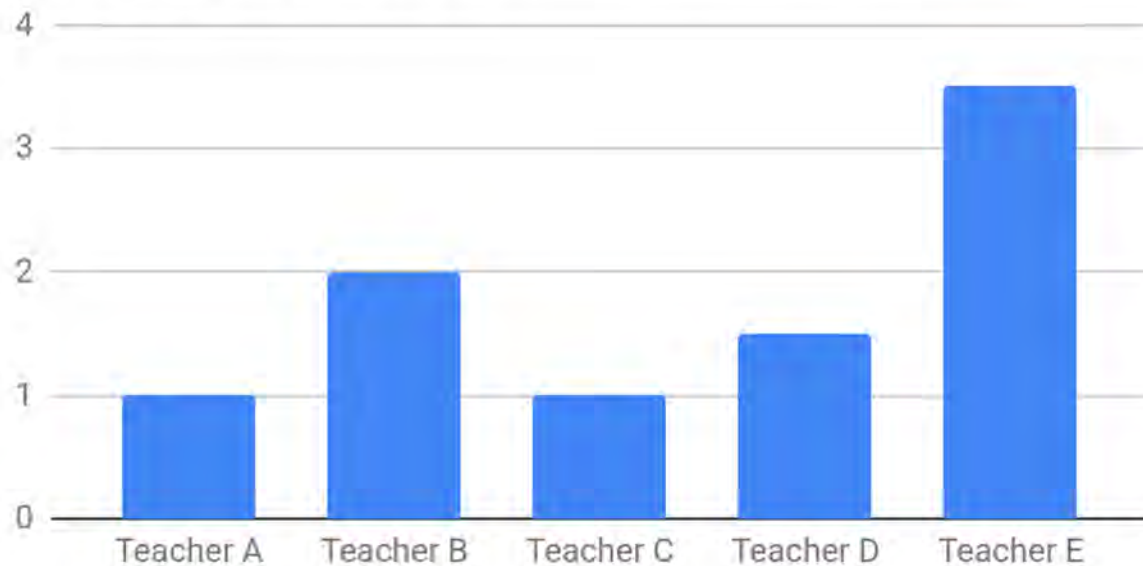
5 responses



On a scale from 1-5, how harsh do you believe your methods are towards students? (1 = the least harsh, 5 being the most harsh)



Teachers' Weekly Student Referral Average Before the Treatment



Conclusions for Sub-Question 1

Teachers' discipline methods are mildly harsh methods, including referrals, detentions, and suspensions, because teachers did not have knowledge of restorative practices.

Research Sub-Question 2

What are the attitudes and behaviors of the participating teachers during the treatment?

Sub-Question 2 Findings

During the first meeting

- The teachers were very attentive with the presentation as they took down their own personal notes and asked questions during the presentation to clear up any misunderstandings.
- Some were also doubtful with the anticipated results because of their experiences with the kids and lack of understanding when it comes to the topic.
- Three of the participants had already attended a similar workshop during their teacher training. Thus, they already had preconceived thoughts about how the workshop was going to go.

Sub-Question 2 Findings

During the second meeting

- During the open discussion, the question of “What is Respect” was posed, and the participants came to a conclusion that respect is ambiguous, but the basis of it is that it is acknowledging another person’s existence as a human being.
- One of the participants asked if they needed more intensive training with themselves before they participated in this type of training.
- During the second meeting, all of the participants agreed that the workshops had made them more conscious of themselves in the classroom and had made them reflect on themselves more rather than the students.

Sub-Question 2 Findings

During the third meeting

- The consultant taught the participants how to facilitate a restorative justice tool called “Circle” with respect agreements.
- The teachers seemed excited to be learning this method but also anxious about using it in the classroom and suggested that they try it on their advisories first.
- As they participated in the mock “Circle” the teachers asked questions such as “what should we use or the talking piece,” “how do we drive the conversation with the students”

Conclusion for Sub-Question 2

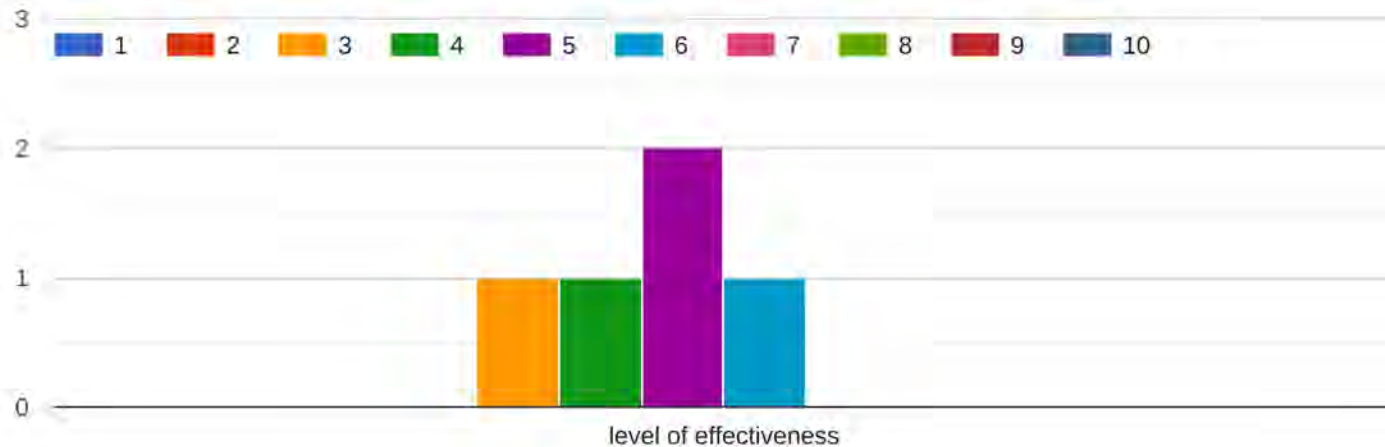
Teachers are eager to learn more restorative practices from the workshop because the topics were interesting but anxious about implementing the new discipline methods because of past experiences with the classes being defiant with different practices.

Research Sub-Question 3

What are the attitudes and behaviors of the participating teachers after the treatment?

Sub-Question 3 Findings

On a scale from 1-10, how effective are your discipline methods in the classroom? (1 being the least effective 10 being the most effective)



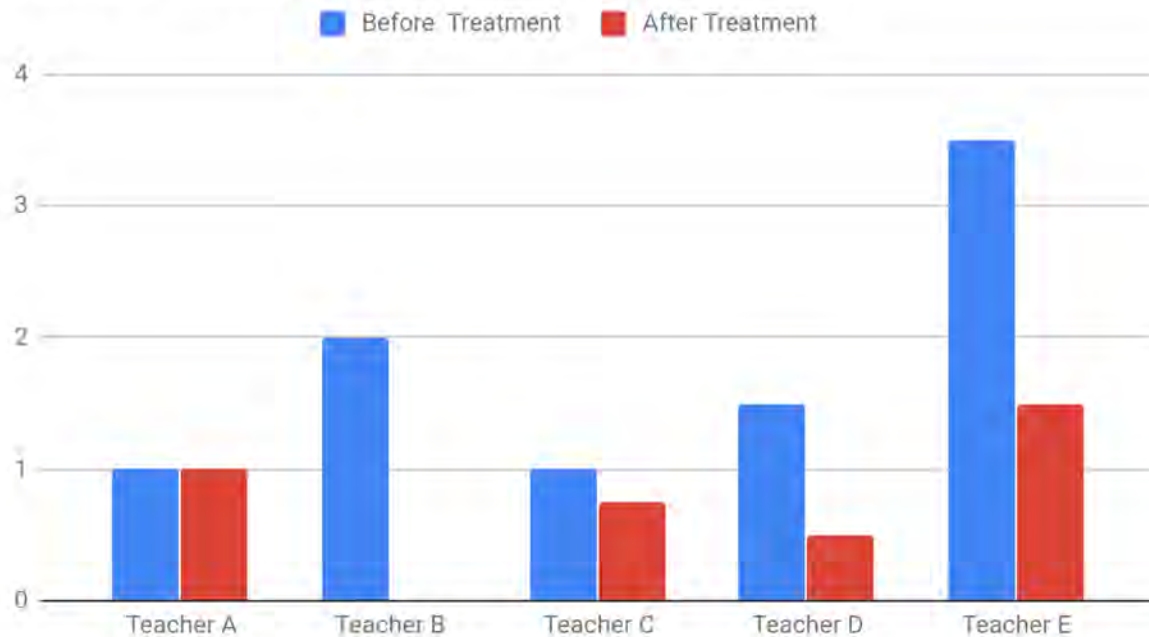
On a scale from 1-5, how harsh do you believe your methods are towards students? (1 = the least harsh, 5 being the most harsh)



Do you feel more conscious of your methods possibly negatively affecting students?

- Yes, for example, the other day I notice myself raising my voice to yell at a student when I saw him using his laptop to play a game instead of his science fair project. I realized that yelling at this student would only get him to comply temporarily with what I asked but would not motivate him to take ownership of his science fair. Later, he explained to me that he was finished and didn't have anything else to do in class that day. I ended up reviewing his science fair and helping him refine his answers.
- Yes, I've noticed that if I'm not in a good mood or if I'm more punitive, then students will likely continue poor behavior.
- I am much more aware of how my words and actions might negatively impact students. For example, when speaking with a student who I have asked to step out into the hallway I have changed the way in which I approach the student. Instead of asking 'what is wrong with you?' or 'why did you do this', I have started to ask 'how are you?' or 'what can I help you with?'

Teachers' Weekly Student Referral Average



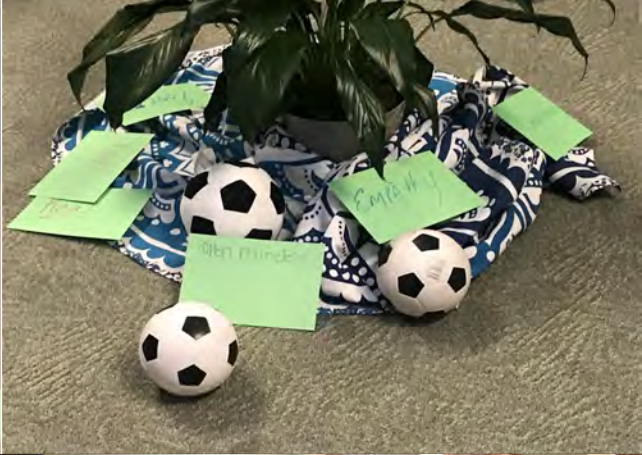
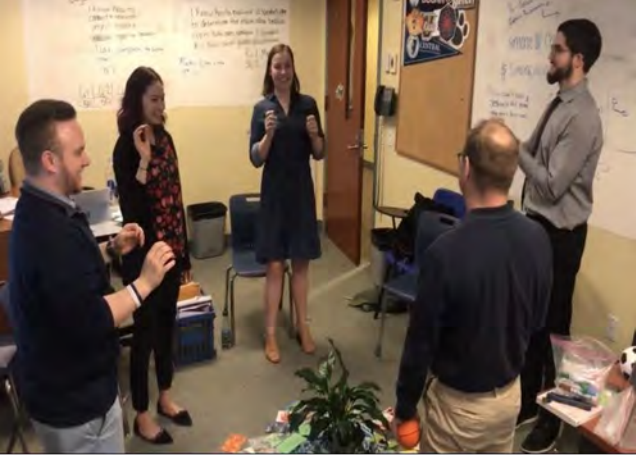
Conclusion for Sub-Question 3

The workshop decreased the teachers' student referral average because teachers were more conscious and reflective of their actions and thoughts in the classroom.

Impact of project

- Teachers wanted Joe to come in to work with them.
- 3 out of the 5 teachers implemented the respect agreement taught in the workshop.
- Project/ Consultant will be used in the upcoming year after I graduate.

Pictures of Events



Video Evidence of Project



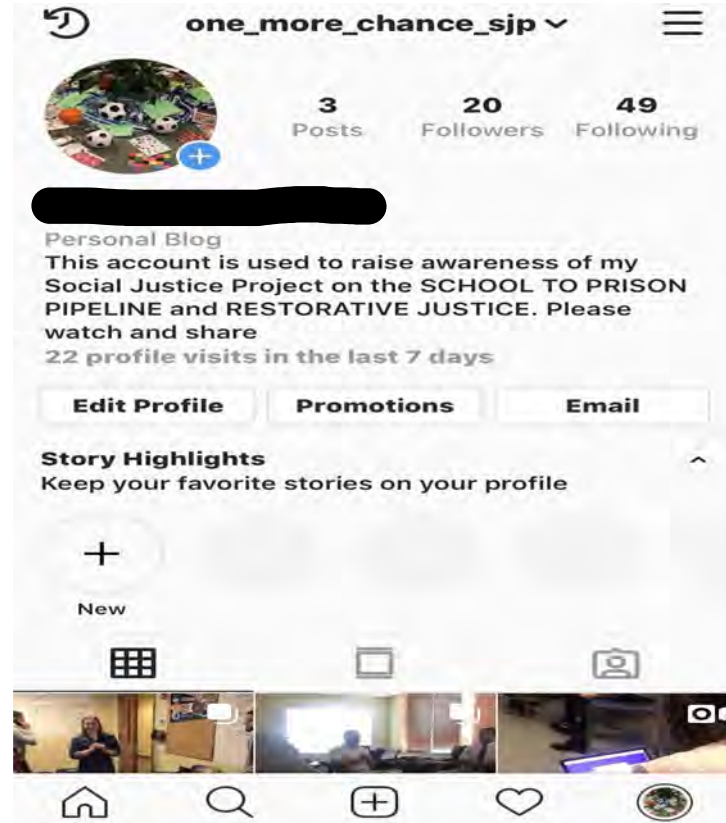
Explain Raising Awareness Event

During advisory the students had a meal and watched a short documentary film, “Growing Fairness”, which is about “growing” restorative justice in city schools. The film examines the historical and political context for cities schools and shares the voices of youth who have seized the opportunity to lead, transforming their schools and themselves in the process.

Social Media website



Appendix H



Challenges faced throughout the project

- Choosing the topic
- Time management
- Determining the action plan
- Getting videos on the slides

Reflection about project

- I feel that my project was a success as the teachers gave great feedback
- Having a good consultant can make or break your project
- Having reliable participants makes the action plan much easier
- Doing a little every day makes a huge difference
- The school will be using my project/consultant in the upcoming year

Recommendations for Policy and Practice

- Teachers can use this information for themselves as the information helps teachers reflect on their own attitudes and behaviors.
- Administrators of schools can use this information for their entire staff to implement restorative practices within the school.

Recommendation for Future Research

- Student reflection based on the teachers be implemented
- Make the treatment time longer than three weeks, once a week

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[com.hcc.idm.oclc.org/login.aspx?direct=true&db=aph&AN=121701627&site=ehost-live&scope=site](https://search-ebshost-com.hcc.idm.oclc.org/login.aspx?direct=true&db=aph&AN=121701627&site=ehost-live&scope=site)>. Acesso em: 28 maio. 2019.



Job Title: Principal

About Capital Preparatory Schools

Capital Preparatory Schools is a charter school management organization operating a network of educational communities. Our mission is to build a path where there was none. From its inception, the Capital Prep community—our students, parents, faculty, and staff—have come together to create a compelling and meaningful educational experience. The Capital Preparatory Schools has four school locations: one in Harlem, NY and one in the Bronx, NY, and two locations in Bridgeport, Connecticut providing students in grades K–12 with a year-round, college-preparatory education that encourages students to become scholars and agents of change.

Capital Preparatory Schools believes that all children, when given the right conditions and environment, will succeed and excel in their academic and social-emotional growth. This is achieved by blending elements of academic models that successfully support students from historically disadvantaged populations, with innovative approaches that get 100% of our graduates accepted to four-year colleges.

Focusing on the key attributes of leaders, our learner expectations are designed to develop students who are:

- Collaborators;
- Problem Solvers;
- Researchers;
- Empathetic Citizens;
- Pillars of Knowledge

With the support of the Capital Preparatory team of skilled and compassionate educators, students realize their academic abilities, advocate for social justice and fulfill their civic responsibilities. As leaders of social justice, we expect our students to use their education to improve the lives of others.

Capital Preparatory Schools is committed to teaching and learning that promotes the success of every student by:

- Creating a safe and enjoyable educational environment that encompasses our social justice model and that ensures every graduate moves on to attend college;
- Providing individualized instruction and enrichment opportunities for students to ensure that gifted students are challenged and struggling students are supported;
- Hiring and growing quality teachers and leaders and empowering them to use their craft to inspire students to achieve at the highest levels.

Leading at Capital Preparatory Schools

The principal will lead all team members to develop lifelong learners, leaders, and agents of social change. The principal will provide strategic and instructional leadership and will oversee management of the day-to-day operations of the school. The principal will play a significant role in continuing the established climate and further developing the current Capital Prep model, while maintaining accountability to the Board of Directors and Capital Preparatory Schools.

Responsibilities

The principal leads, manages, and oversees all functions of the school, including, but not limited to:

- High levels of student achievement and learning through rigorous and engaging classes in a college preparatory environment, in adherence with the school's objectives and learner expectations, with a focus on social justice and global citizenship and access to a rich and high quality offering in athletics, arts, music, and theatre; student support system which addresses the affective and academic needs of each student, in order to support the whole child;
- High levels of staff achievement through a shared instructional vision that includes skillful instruction, high expectations for students, collaborative planning and inquiry, and the systematic use of data to guide learning and drive instruction, curriculum, and professional development; comprehensive staff support that provides regular and ongoing opportunities for professional learning, leadership and career development;
- Positive school culture and community that exemplifies the school's values of empathy, collaboration, problem-solving, communication, and information processing and supports students' development into informed, global citizens who are inspired to discover and fulfill their social, academic, and civic responsibilities and work toward social justice in their communities;
- Daily operations and school resources, including oversight of budget and compliance with all government regulatory requirements, hiring and evaluation, facilities, safe and orderly environment, health services, student recruitment and enrollment, systems management of student and staff data, shared services, external partnerships, and other administrative processes;
- Community engagement, including recruiting families and staff, building public support, serving as an ambassador and advocate of the school's mission, and maintaining effective relationships with the Board, Harlem community, and all government entities and authorizers; and
- Strategic management and development of the school, including creating organizational goals and objectives, overseeing annual review, and—in collaboration with Capital Preparatory Schools—envisioning ongoing strategies to maximize the effectiveness of the school model.

Skills and Qualifications

- Appropriate State Certification
- Bachelor's Degree (required); Master's Degree (required);
- A minimum of five years of successful teaching experience (preferred);
- A minimum of two years of successful administrative experience in a school setting (preferred);
- Strong interpersonal and team-building skills; ability to manage instructional and non-instructional team members;
- Demonstrated experience in the instruction of students with varied learning styles and levels of mastery; ability to evaluate instructional programs and teaching effectiveness and provide relevant professional development;
- Strong knowledge of school finance and operations and ability to implement effective business systems Demonstrated knowledge of applicable state and federal school law;
- Demonstrated flexibility and experience in effectively solving challenging problems through a positive, collaborative approach;
- Excellent written and oral communication and public relations skills;
- Excellent organizational skills to manage multiple priorities and high level of

responsibilities; Entrepreneurial outlook and commitment to the Capital Prep mission and values to develop lifelong learners, leaders, and agents of social change.

Compensation:

Salary for this position is competitive and commensurate with experience. Additionally, CPS offers a comprehensive benefits package. This is a twelve month, full-time, exempt position. This position requires in-person work.

*Weekend or evening work and travel is required.

CPS is an equal opportunity employer.



Job Title: Illuminator

About Capital Preparatory Schools

Capital Preparatory Schools is a charter school management organization operating a network of educational communities. Our mission is to build a path where there was none. From its inception, the Capital Prep community—our scholars, parents, faculty, and staff—have committed to creating a compelling and meaningful educational experience. The Capital Preparatory Schools has four school locations: one in Harlem, NY, one in Bronx, NY, and two locations in Bridgeport, Connecticut providing students in grades K–12 with a year-round, college-preparatory education that encourages students to become scholars and agents of change.

Capital Preparatory Schools believes that all children, when given the right conditions and environment, will succeed and excel in their academic and social-emotional growth. This is achieved by blending elements of academic models that successfully support scholars from historically disadvantaged populations, with innovative approaches that get 100% of our graduates accepted to four-year colleges.

Focusing on the key attributes of leaders, our learner expectations are designed to develop scholars who are:

- **Collaborators**, by showing respect and cooperation to achieve individual and common goals,
- **Problem Solvers**, by using appropriate personal and team strategies to address interpersonal, intrapersonal, and group conflicts,
- **Researcher/Information Processors**, by looking for and listening attentively to important information and utilizing the information to make positive choices/decisions/conclusions,
- **Empathetic Citizens**, by acting responsibly, safely and thoughtfully to create positive change for all members of the school, local, and global communities,
- **Pillars of Knowledge**, by modeling the above expectations in our words, actions and goals.

With the support of the Capital Prep team of skilled and compassionate educators, students realize their academic abilities, advocate for social justice and fulfill their civic responsibilities. As leaders of social justice, we expect our students to use their education to improve the lives of others.

Capital Preparatory Schools is committed to teaching and learning that promotes the success of every student by:

- Creating a safe and enjoyable educational environment that encompasses our social justice model and that ensures every graduate moves on to attend college;
- Providing individualized instruction and enrichment opportunities for students to ensure that gifted students are challenged and struggling students are supported;
- Hiring and growing quality teachers and leaders and empowering them to use their craft to inspire students to achieve at the highest levels.

Illuminator at Capital Preparatory Schools

Capital Preparatory Schools is committed to teaching and learning that promotes the success of every student by:

- Creating a safe and enjoyable educational environment that encompasses our social justice model and that ensures every graduate moves on to attend college;
- Providing individualized instruction and enrichment opportunities for students to ensure that gifted students are challenged and struggling students are supported;
- Hiring and growing quality teachers and leaders and empowering them to use their craft to inspire students to achieve at the highest levels.

Student achievement

- Create a safe, effective, student-centered learning environment that fosters student curiosity;
- Motivate students to put forth their best efforts in academics, athletics, activities, and personal conduct;
- Support students to recognize their full potential in all areas of human development;
- Build a bridge of communication and involvement with parents, families, and community leaders;
- Analyze data and use it to inform and drive instruction.

Professional development and learning

- Attend all professional development trainings, data team meetings, and curriculum meetings;
- Collaborate with peers and school leaders to improve instructional strategies, school climate, and leadership skills;
- Participate in professional trainings to enhance knowledge as well as educational and leadership capabilities.

Skills, Qualifications & Experience:

- Team player and life-long learner
- Receptive to ongoing feedback
- Exemplary professional values
- Three years of teaching experience (preferred)
- Experience in analyzing data to drive instruction
- Commitment to student engagement and student success
- Bachelor's degree, Graduate degree preferred;
- Connecticut certification required

Compensation:

Salary for this position is competitive and commensurate with experience. Capital Preparatory Schools offers a comprehensive benefits package.

This is a full-time, full-year exempt position.

To apply, send a cover letter and résumé to hire@wearecapitalprep.org

As an equal opportunity employer, we hire and promote without consideration to race, religion, creed, color, national origin, age, gender, sexual orientation, marital status, veteran status or disability.



SAMPLE PROFESSIONAL DEVELOPMENT MATERIALS

Harbor Lower 22-23 Professional Development

Agenda template

Lesson plan template

Attendance Template

Date	Weekly overview & agenda links
8/3/22	Leadership institute
8/4/22	Leadership institute
8/5/22	Leadership institute
8/8/22	Leadership institute
8/9/22	Leadership institute
8/10/22	Leadership institute
8/12/22	Leadership institute
Date	Weekly overview & agenda links
8/11/22	New to CPS
8/12/22	New to CPS
8/15/22	Convocation
8/16/22	<u>TLAC Agenda</u> <ul style="list-style-type: none"> ● Radar ● Be Seen Looking ● Least Invasive Interventions ● What to Do ● Strong Voice
8/17/22	<u>TLAC agenda</u> <ul style="list-style-type: none"> ● Systems and Routines ● Strong voice ● Positive framing ● Precise Praise

Date	Weekly overview & agenda links
8/18/22	<p><u>AGENDA LINK</u></p> <p><u>Overview</u></p> <ul style="list-style-type: none"> ● TLAC Technique: System and routines ● Week 1 expectations <ul style="list-style-type: none"> ○ School Based Policy and Procedures: <ul style="list-style-type: none"> ■ fire drills ■ entry & exit ■ classroom expectations ■ Schedules ■ Classroom culture ■ Bus rooms ■ Lunch number systems ○ Culture and climate <ul style="list-style-type: none"> ■ Calibrating expectations ■ Classroom setup ■ All school ■ Uniforms ● Content meeting with the directors of curriculum ● Data review with principal
8/19/22	<p><u>AGENDA LINK</u></p> <p><u>Overview</u></p> <ul style="list-style-type: none"> ● TLAC Technique: System and routines ● Week 1 expectations <ul style="list-style-type: none"> ○ School Based Policy and Procedures: <ul style="list-style-type: none"> ■ Week one schedule ■ Attendance ■ School culture ○ Advisory
8/22/22	<p><u>AGENDA LINK</u></p> <p><u>Overview</u></p> <ul style="list-style-type: none"> ● Grade team reflection ● Compliance and safety: Bullying
8/23/22	<p><u>AGENDA LINK</u></p> <p><u>Overview</u></p> <ul style="list-style-type: none"> ● TLAC Technique: Be seen looking, strong voice and redirection ● Compliance and safety: sexual harassment

8/24/22	<p><u>AGENDA LINK</u></p> <p><u>Overview</u></p> <ul style="list-style-type: none"> ● TLAC Technique: System and Routines Day 1 ● Full staff reflection ● Schoology ● Teach back self select day one lesson plan
8/25/22	<p><u>AGENDA LINK</u></p> <p><u>Overview</u></p> <ul style="list-style-type: none"> ● Reflection on systems and routines ● Compliance and safety: Mandated reporter
8/26/22	<p><u>AGENDA LINK</u></p> <p><u>Overview</u></p> <ul style="list-style-type: none"> ● Team building: Potluck ● Adult advisory: week in review (reflection) ● Grade level team meeting ● Culture building: you rock
9/2/22	<p><u>AGENDA LINK</u></p> <p><u>Overview</u></p> <ul style="list-style-type: none"> ● Content area meeting w/ DC team 60 minutes ● <u>Adult advisory 45 min</u> ● MAP: We will rock <ul style="list-style-type: none"> ○ What is MAP? ○ Why is it important? ○ How to navigate the system ○ Troubleshooting
9/9/22	<p><u>AGENDA LINK</u></p> <p><u>Overview</u></p> <ul style="list-style-type: none"> ● Proctoring MAP Test ● New Staff - Circle Training (12:30- 3:30) - <u>Joe Brummer</u> ● JODON: Schoology 104 returners ● Advisory
9/16/22	<p><u>AGENDA LINK</u></p> <p><u>Overview</u></p> <ul style="list-style-type: none"> ● All Staff - Trauma informed classrooms, Deep Dive into Circle (1:00 - 3:30)

	<ul style="list-style-type: none"> • Joe Brummer
9/23/22	<p><u>AGENDA LINK</u></p> <p><u>Overview</u></p> <ul style="list-style-type: none"> • Content area meeting w/ DC team • TEAM module 5: professional responsibilities • CT Leadership
9/30/22	<p><u>AGENDA LINK</u></p> <p><u>Overview</u></p> <ul style="list-style-type: none"> • PMT training - Cavaliere • Reassessment and grades entry (The week of October 3rd - compare MAP Data with Grade Book Data) • Understanding MAP Testing Data <ul style="list-style-type: none"> • Deep dive into Fall MAP testing results • Creating a plan for student grouping • Creating classroom academic action plans rooted in data
10/7/22	<p><u>NETWORK DAY: TLAC AGENDA LINK</u></p> <p><u>Overview</u></p> <ul style="list-style-type: none"> • TLAC Technique: Engaging academics <ul style="list-style-type: none"> ○ Ratio ○ Wait Time ○ Positive Cold Call ○ Everybody Writes • SLC Launch
10/14/22	<p><u>AGENDA LINK</u></p> <p><u>Overview</u></p> <ul style="list-style-type: none"> • 30-60-90 Day Presentation - 45min • GWT 75 min: gradebooks & HOS prep • SLO
10/21/22	<p><u>AGENDA LINK</u></p> <p>ELA Grading PD Blackout (ONLY ELA)</p> <p><u>Overview</u></p> <ul style="list-style-type: none"> • GWT: Update gradebooks • TLAC - Wait Time & Cold Calling Review • CT Leadership

10/28/22	<p><u>AGENDA LINK</u></p> <p><u>Overview</u></p> <ul style="list-style-type: none"> ● TLAC Technique: TLCA Jeopardy (TLAC Online introduction) ● Grade Team Meetings ● Meehan 60 minute ELL session ● Soup Exchange ●
11/4/22	<p><u>AGENDA LINK</u></p> <p><u>Overview</u></p> <ul style="list-style-type: none"> ● TLAC Technique ● IAB PD, Grades 3-6 ● <u>Adult advisory (45 minutes)</u> <ul style="list-style-type: none"> ○ SLC review (scholar presentation) ● SLO Time
11/11/22	<p><u>AGENDA LINK</u></p> <p><u>Overview:</u></p> <ul style="list-style-type: none"> ● 1:30-2:00 Emergency Procedures ● 2-4 Pauker & W S Wojnarowicz
11/18/22	<p><u>AGENDA LINK</u></p> <p><u>Overview</u></p> <ul style="list-style-type: none"> ● Team building
11/28/22	<p><u>AGENDA LINK</u></p> <p><u>Overview</u></p> <ul style="list-style-type: none"> ● Network Day - Affective edition template ● Joe Brummer (CT)
12/2/22	<p><u>AGENDA LINK</u></p> <p><u>Overview</u></p> <ul style="list-style-type: none"> ● TLAC Technique: TLAC Online overview video ● Grade level meeting ● Content area meeting w/ DC team ● CT Leadership ● Adult advisory

12/9/22	<p>AGENDA LINK</p> <p>ELA Grading PD Blackout</p> <p><u>Overview</u></p> <ul style="list-style-type: none"> ● SLC presentations
12/16/22	<p>AGENDA LINK</p> <p><u>Overview</u></p> <ul style="list-style-type: none"> ● TLAC Technique: TLAC online ● Team building
12/23/22	<p>½ day - No PD</p>
1/9/23	<p>NETWORK DAY: TLAC AGENDA LINK</p> <p><u>Overview</u></p> <ul style="list-style-type: none"> ● Adult advisory 45 minutes ● TLAC Technique: Engaging Academics <ul style="list-style-type: none"> ● Questioning ● Right is Right ● Culture of Error ● Stretch It ● No Opt Out ● Lesson Preparation and Academic Systems: Silent Solo ● Habits of Discussion ● Turn and Talk
1/13/23	<p>AGENDA LINK</p> <p><u>Overview</u></p> <ul style="list-style-type: none"> ● TLAC Technique ● Content area meeting ● MAP refresher ● 90-day countdown to the test begins
1/20/23	<p>AGENDA LINK</p> <p><u>Overview</u></p> <ul style="list-style-type: none"> ● TLAC Technique ● Grade level meeting ● CT Leadership ● TEAM Meeting (2:00-3:00) with Maryssa

1/27/23	<p>AGENDA LINK</p> <p><u>Overview</u></p> <ul style="list-style-type: none"> ● TLAC Technique ● Content area meeting w/DC team ● Mid-year MAP Data Analysis <ul style="list-style-type: none"> ● Deep dive into Winter MAP testing results ● Creating a plan for student grouping ● Creating classroom academic action plans rooted in data
2/3/23	<p>AGENDA LINK</p> <p><u>Overview</u></p> <ul style="list-style-type: none"> ● TLAC Technique ● Grade level meeting ● Adult advisory
2/10/23	<p>AGENDA LINK</p> <p><u>Overview</u></p> <ul style="list-style-type: none"> ● TLAC Technique ● Content area meeting
2/17/23	<p>AGENDA LINK</p> <p><u>Overview</u></p> <ul style="list-style-type: none"> ● TLAC Technique ● Grade level meeting ● Reassessment and grades entry ● CT Leadership ● TEAM Meeting (2:00-3:00) with Maryssa
2/24/23	<p>AGENDA LINK</p> <p><u>Overview</u></p> <ul style="list-style-type: none"> ● TLAC Technique ● Content area meeting w/DC team ● SLC
3/3/23	<p>AGENDA LINK</p> <p><u>Overview</u></p> <ul style="list-style-type: none"> ● TLAC Technique ● Grade level meeting ● Adult advisory

3/10/23	<p>AGENDA LINK</p> <p><u>Overview</u></p> <ul style="list-style-type: none"> ● TLAC Technique ● Content area meeting
3/20/23	<p>AGENDA LINK</p> <p><u>Overview</u></p> <ul style="list-style-type: none"> ● Network Day - Affective edition template ● Joe Brummer (CT)
3/24/23	<p>AGENDA LINK</p> <p><u>Overview</u></p> <ul style="list-style-type: none"> ● TLAC Technique ● Content area meeting w/DC Team ● State exam proctor refresher ● CT Leadership ● TEAM Meeting (2:00-3:00) with Maryssa
3/31/23	<p>AGENDA LINK</p> <p>Overview</p> <ul style="list-style-type: none"> ● TLAC Technique ● Meeting free space – team building ● SBAC training
4/14/23	<p>AGENDA LINK</p> <p><u>Overview</u></p> <ul style="list-style-type: none"> ● TLAC Technique ● Content area meeting ● Reassessment and grades entry ● Adult advisory
4/21/23	<p>AGENDA LINK</p> <p><u>Overview</u></p> <ul style="list-style-type: none"> ● TLAC Technique ● CT Leadership ● Team Meeting 2:00-3:00) with Maryssa

4/28/23	<p>AGENDA LINK</p> <p><u>Overview</u></p> <ul style="list-style-type: none"> ● TLAC Technique ● Content area meeting w/DC team ● SBAC training
5/5/23	<p>AGENDA LINK</p> <p><u>Overview</u></p> <ul style="list-style-type: none"> ● TLAC Technique ● Grade level meeting ● Adult advisory
5/12/23	<p>AGENDA LINK</p> <p><u>Overview</u></p> <ul style="list-style-type: none"> ● TLAC Technique ● Content area meeting
5/19/23	<p>AGENDA LINK</p> <p><u>Overview</u></p> <ul style="list-style-type: none"> ● TLAC Technique ● Grade level meeting ● CT Leadership ● TEAM Meeting (2:00-3:00) with Maryssa
5/26/23	<p>AGENDA LINK</p> <p><u>Overview</u></p> <ul style="list-style-type: none"> ● TLAC Technique ● Content area meeting w/DC team ● MAP Preparation and Review of Protocols <ul style="list-style-type: none"> ○ This session will serve as a school-wide review of the expectations before, during, and after the administration of map testing. Illuminators will be walked through proctoring expectations, troubleshooting during testing and creation and initiation of test sessions.
6/2/23	<p>AGENDA LINK</p> <p><u>Overview</u></p> <ul style="list-style-type: none"> ● TLAC Technique

	<ul style="list-style-type: none"> ● Grade level meeting ● Reassessment and grades entry ● Adult advisory
6/9/23	<p>AGENDA LINK</p> <p><u>Overview</u></p> <ul style="list-style-type: none"> ● TLAC Technique ● Content area meeting
6/16/23	<p>AGENDA LINK</p> <p>ELA Grading PD Blackout</p> <p><u>Overview</u></p> <ul style="list-style-type: none"> ● TLAC Technique ● Grade level meeting ● Complete growth analysis for all scholars and SLO analysis for all illuminators ● TEAM Meeting (2:00-3:00) with Maryssa
6/23/23	Early release



SAMPLE HEAD OF SCHOOLS PD MATERIALS

Head of Schools - Building Leader Institute September-October 2022

Wednesday 4:15p-5:30
Leadership Evaluation Tool
BLI LP Template

Each session will include a dashboard review, presentation of artifacts and discussion topic
Accountability dashboards: NY & CT
A-Z Manual BX and A-Z Manual Upper

Date	Overview Lesson Plan Template L	Presenters	Attendance Template
9/21	Lesson Plan Overview: <ul style="list-style-type: none"> ● Review of the HOS walk through ● Review the HOS scoring sheet ● Excellence every classroom every day (rigor, discipline and consistency) 	S Perry	
9/28	Lesson Plan Overview: <ul style="list-style-type: none"> ● Team Building and filling positions 	S Perry	
10/5	Lesson Plan Overview: <ul style="list-style-type: none"> ● SLC Launch ● Map overview ● Accelerator ILP programming 	S Perry, S Wojnarowicz, Jodon and T Cassile	<u>10/5 attendance</u>
10/12	Lesson Plan Overview: <ul style="list-style-type: none"> ● SEED overview and artifact 	S Perry	

	<p>planning</p> <ul style="list-style-type: none"> • HOS Survey 		
10/19	<p>Lesson Plan Overview:</p> <ul style="list-style-type: none"> • SEED overview and artifact planning 	R Beganski	
10/26	<p>Lesson Plan</p> <ul style="list-style-type: none"> • Level set - How to review a lesson plan 	S Perry	



SAMPLE LESSON PLANS

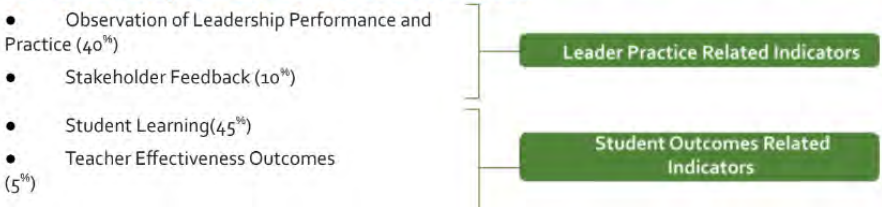
BUILDING ADMINISTRATOR INSTITUTE DAY ONE

Illuminator, Course: PERRY, Building Administrator INSTITUTE		Date: 9/21/22
Day: One Learner Expectation: C,P and R Objective: I know how to foster a rigorous academic environment because I can implement word, data, and master (scholar work) walls along with rigorous scholar-led lessons characterized by differentiation and higher order questioning. Key Concepts/Enduring Understandings: 1. High expectations for students 2. School/District Improvement Plan 3. Stakeholder engagement		Standards Taught: Indicator 1.1: Shared Vision, Mission and Goals— Leaders collaboratively develop, implement and sustain the vision, mission and goals to support high expectations for all students and staff Materials: Laptop, shared docs, school improvement plan and school mission
Opening: (5 minutes)	<ul style="list-style-type: none"> ● Video with narration 	
Do Now: (10 minutes)	<ol style="list-style-type: none"> 1. Identify evidence that <u>all dancers are aware of their assignment</u>. 2. Using the most precise language, please offer evidence of the <u>level of participation of all dancers</u>. 3. What evidence is there that each dancer was expected to <u>perform the same skill</u>? 4. Identify evidence of <u>differentiation</u> 5. Based upon the questions above, please rate the <u>dance instructor</u> on a scale of 1 to 4. 	
Direct Instruction (15 minutes)	YAAG and Scoring Sheet PROBLEM OF PRACTICE All under the frame of academic excellence in every classroom, every day: <ul style="list-style-type: none"> ● Understand the importance of and your responsibility in creating a rigorous classroom ● What the HOS visit look like and what will be looked for ● Updated grade books ● TLAC as a discipline tech ● Updated word walls used for instruction ● Evidence of differentiation in LP ● Evidence that they have been reviewed by admin ● Displaying and using scholar work for instruction 	

	<ul style="list-style-type: none"> Assessments measure the effectiveness of instruction, not scholars and this is evidence of leadership Give them a sense of the scoring sheet and the reporting process
Exit Ticket/Closure (10 minutes) Homework /Assessment	As evidenced by my “dancers,” what kind of dance instructor am I? <ol style="list-style-type: none"> What percentage of my dancers are aware of the assignment? What percentage of my dancers are participating in the assignments of having updated gradebooks, data and scholar work walls - how many scholars know where they are? What percent of my dancers are performing the skills? What evidence do I have that I have effectively used different strategies to get my dancers to perform? What grade would I be given by the audience for my dance instruction?

BUILDING ADMINISTRATOR INSTITUTE DAY FIVE

Illuminator, Course: PERRY, Building Administrator INSTITUTE	Date: 10/19/22
Day: 5 Learner Expectation: Objective: I know how final evaluation ratings for administrators are determined because I can identify/generate artifacts for all parts that contribute to a “Leader Practice Rating” and a “Student Outcomes Rating”.	Standards Taught: Overview of all standards and subheadings Materials: Laptop, shared docs, Teachpoint forms- “CP: Leader Evaluation Rubric (SEED)” and ”CP: Leader Summative Evaluation (SEED) - FINAL”
Pre-work:	Please review the following forms in Teachpoint: <ul style="list-style-type: none"> CP: Leader Evaluation Rubric (SEED) CP: Leader Summative Evaluation (SEED) - FINAL <p>Make note of the differences between the rubric form and the summative evaluation forms and have questions prepared that you want answers to at the end of the presentation.</p>
Do Now: (10 minutes)	Reminders: <ul style="list-style-type: none"> Quint closes 10/28-report cards and comments. Training session from Mike Jodon on this on Thursday from 345-415. Part of year-long series on Thursdays. Data is not only a list of test scores. Artifacts are data and help take emotion out of evaluation, less reliant on interpretation. Possible artifacts for each domain and standard are listed in the SEED evaluation rubric

	<p>(example)</p> <p>Scoring Gymnastics</p> <p>Put in the chat: How is scoring gymnastics similar to final evaluations at CPrep?</p> <p>Alligators</p> <p>Put in the chat: How is an alligator’s relationship with its neighboring wildlife similar to final evaluations at CPrep?</p>
<p>HW (note of change)</p>	<p>Evaluation HW document</p>
<p>Guided Practice (45 minutes) see</p>	<ul style="list-style-type: none"> ● Leadership Summative Evaluation Form <p>The SEED model for administrator evaluation and support includes specific guidance for the four components of administrator evaluation:</p> <ul style="list-style-type: none"> ● Observation of Leadership Performance and Practice (40%) ● Stakeholder Feedback (10%) ● Student Learning(45%) ● Teacher Effectiveness Outcomes (5%)  <ul style="list-style-type: none"> ● Administrative evaluations/observations (SEED rubric)=40% ● Stakeholder feedback=10% <ul style="list-style-type: none"> ○ CT and NY schools use surveys provided by the state ○ For evaluation purposes, only areas of the survey that relate to the leadership evaluation rubric are considered and shared with leaders prior to the survey instrument being given (CT used parent communication responses for last year’s evaluation)

		Overall Leader Practice Rating			
		4	3	2	1
Overall Student Outcomes Rating	4	Rate Exemplary	Rate Exemplary	Rate Proficient	Gather further information
	3	Rate Exemplary	Rate Proficient	Rate Proficient	Rate Developing
	2	Rate Proficient	Rate Proficient	Rate Developing	Rate Developing
	1	Gather further information	Rate Developing	Rate Developing	Rate Below Standard

- Student learning=45%
 - 22.5% of this section is related to School Performance Index (CT) or Composite Index (NY)(an average of student performance in all tested grades and subjects for a given school-calculated by each state and provided to schools)
 - 22.5% of this section is related to Locally-Determined Measures (SLOs)

	SLO #1	SLO #2	SLO #3
Elementary or Middle School Principal	Non-tested subjects or grades	Broad discretion	
High School Principal	Graduation (meets the non-tested grades or subjects requirement)	Broad discretion	
Elementary or Middle School AP	Non-tested subjects or grades	Broad discretion: Indicators may focus on student results from a subset of teachers, grade levels or subjects, consistent with the job responsibilities of the assistant principal being evaluated.	
High School AP	Graduation (meets the non-tested grades or subjects requirement)	Broad discretion: Indicators may focus on student results from a subset of teachers, grade levels or subjects, consistent with the job responsibilities of the assistant principal being evaluated.	
Central Office Administrator	(meets the non-tested grades or subjects requirement) Indicators may be based on results in the group of schools, group of students or subject area most relevant to the administrator's job responsibilities, or on district-wide student learning results.		

- Wynton's form
- Teachpoint form
- 21-22 SLO #3

	<ul style="list-style-type: none"> ● Teacher effectiveness outcomes=5% <ul style="list-style-type: none"> ○ What percentage of staff meet their SLO goals for moving student performance on identified standard performance? Leaders receive a score for the percentage of staff who meet goal on both of their SLOs. <p>SLO school spreadsheets</p>
Exit Ticket/Closure (10 minutes)	<ul style="list-style-type: none"> ● What are the two Index areas Leaders accumulate ratings in? ● How is each Index divided and what are their percentage weights? ● Which Index for leaders is impacted by Illuminator performance? ● Why is artifact collection so important for evaluation? ● Pre-work questions/answers
Homework	<ul style="list-style-type: none"> ● Create SLOs for Admin and Illuminators: Due November 1st in Teachpoint ● Identify which areas you need to create or add “artifacts” for your SEED evaluation rubric-discuss with your immediate supervisor and create a plan to build in the areas of deficit.



SAMPLE DAILY AGENDA – NEW STAFF ORIENTATION

Be nice, be fair and be smart

TIME	Session Title	Essential Question	Presenter	Resources
8:00-9:00	Dear America Welcome Housekeeping	What is CPREP? Intro to EQs Details matter	D Jones	Video link Roster Harbor handbook Harlem handbook Housekeeping (1-10)
9:00-11:00	Affective side of the house	What are the active ingredients of Capital prep?	D Jones	Active Ingredients Advisory Handbook CPREP norms KDE: The Culture
11:15-12:00	Advisory observations	What should advisory look and feel like?	M Tolentino	
12:00-12:45	LUNCH			
12:45-1:00	College and Career Readiness	How does Capital Prep consistently achieve a 100% graduation rate?	D Jones	Housekeeping (11-23)
1:00-2:00	Classroom expectations and SEED evaluation	What does instruction look like at CPREP?	D Jones	CPS CE Classroom expectations Housekeeping (24-30)
2:00-2:30	Professional development	How will CPREP help me grow?	D Jones	<u>Safeschools</u> <u>Housekeeping</u> (33)
2:30-3:30	Software overview: Introduction of platforms used across the network	What data is collected? How often? and for what purposes?	D Jones M Jodon Videos	<u>ZOOM LINK</u> <u>LMS</u> <u>Schoology 101</u> <u>Schoology 103</u>



SAMPLE NETWORK DAY AGENDA

10/7/22 TLAC TRAINING: Engaging Academics

Time	Session title	Presenter	Resources
7:00	Bus departure		
8:00-9:00	Arrival and Breakfast		
9:00 - 9:10	Welcome	Danita Jones	
9:10-10:30	Intro and Framing Wait time Part I	Eric Woolway Hannah Solomon	Engaging Academics
10:30-10:45	Break		
10:45-12:00	Wait time Part II Cold Call Part I	Eric Woolway Hannah Solomon	Engaging Academics
12:00-1:00	Lunch		
1:00-2:45	Cold Call Part II Everybody Writes	Eric Woolway Hannah Solomon	Engaging Academics
2:45-3:00	Break & Survey	Danita Jones	Survey
3:00-3:55	SLC Launch	Tammy Cassile	Countdown doc
3:55-4:00	Raffle & Close Out	Danita Jones	

CAPITAL PREPARATORY HARBOR SCHOOL

Employee Handbook

Last approved by the Board of Directors on August 23, 2022

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Appendix A – Conflict of Interest and Anti-Nepotism Policy

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Welcome to Capital Preparatory Harbor Charter School

Welcome to Capital Preparatory Harbor School (the “School” or “Capital Prep Harbor”). We are happy you are here and have chosen to ensure our students get the love and education that every student deserves. We hope your experience at Capital Prep Harbor is one you will always remember. Let’s get to work!

INTRODUCTION

This handbook is designed to provide information regarding your employee benefits and personnel policies and procedures. Our goal is to keep it as clear and simple as possible so that when you have a question, the information in this handbook can serve as a reference to answer that question. We acknowledge that no handbook can anticipate every circumstance or question about personnel policies so we will address situations as we become aware of them and expect that you bring any employment issues to our attention. Please contact the School’s Director of Operations or the Director of Network Operations of our charter management organization, Capital Preparatory Schools, about any questions, comments, and/or concerns.

This handbook replaces any and all previously issued handbooks and the policies in the handbook should serve as guidelines. The School does not intend by this handbook to create any contractual obligations, express or implied, on the part of the staff, the School or Capital Preparatory Schools (the Charter Management Organization), which is not the employer. None of the statements, policies and procedures, rules or regulations contained herein constitutes a guarantee of employment. The School retains the sole right to interpret the handbook’s provisions and reserves the right to modify, add to, or discontinue any of the provisions in this handbook, with or without prior notice to staff members.

MISSION

Our mission is to provide historically disadvantaged students with the college and career-readiness skills needed to become responsible and engaged citizens for social justice.

VALUES

We believe that all students are capable of succeeding in a rigorous, college preparatory environment. Our priority is to create a compelling and creative environment where all students are challenged to reach their fullest potential and become agents of change through the lens of an in-depth focus and academic investigation of social justice. Our curriculum will be tailored to the rigorous expectations of postsecondary education and the demands of a global society. All students who enroll at the School are destined for acceptance into a four-year college or university.

OUR TEAM OF ILLUMINATORS

At Capital Prep Harbor, we love teachers and refer to them as Illuminators. As a team member, you were chosen because of your dedication to providing students with an enriching and invigorating educational experience. With a focus on academic rigor and achievement, we expect you to collaborate, problem-solve, and commit 100% to our students’ success.

This handbook has been created to support you to do your very best work. We believe that clear, high expectations lead to big, excellent results. Please read this handbook and refer to it often. If something is not clear, please ask about it.

Employment Policies

BACKGROUND CHECK AND FINGERPRINTING

Every staff member will be subject to fingerprinting and a criminal background check in accordance with all applicable Connecticut laws. Individuals must comply with any related processing procedures and must provide all required information in a timely fashion (in most cases before the first day of employment). It is the responsibility of the employee to secure and pay for fingerprinting before beginning work with Capital Prep Harbor. In addition, we ask every staff member to disclose previous criminal convictions and any pending criminal charges. Failure to do so may result in disciplinary action, up to and including termination.

CONFLICT RESOLUTION POLICY

In the event of a problem or dispute with other personnel, students or parents, employees are asked to follow the following conflict resolution policy:

1. The employee will make a good faith effort to work with the adversarial party/parties to the dispute to resolve the conflict. This effort will consist of problem identification, possible solutions, selection of resolution, process for implementation of resolution, and scheduling a follow-up.
2. Employees should direct their concerns with their immediate supervisor within five (5) working days of the date of the incident. The employee and supervisor should hold an in-person meeting to discuss such concerns as soon as possible if the concerns were first directed to the immediate supervisor by the employee in writing. The immediate supervisor should respond in writing to the complaint within five (5) days of the meeting held with the complainant employee.
3. If the issue is not resolved after a good faith attempt as outlined above, the employee may submit the grievance in writing to the Director of Operations or Principal. The submission of the written complaint is due within five (5) working days of the response from his or her supervisor. The Director of Operations or Principal will meet with the employee within five (5) working days to discuss the complaint. Within five (5) working days of that meeting, the Director of Operations or Principal will issue a decision in writing to the employee filing the complaint.
4. If the issue is not resolved after a good faith attempt with the Director of Operations or Principal, the employee should feel confident to submit the grievance in writing to the Board of Directors within (5) working days of the written decision of the Principal or Director of Operations.

CONFLICT OF INTEREST AND ANTI-NEPOTISM POLICY

It is imperative that Capital Prep Harbor, both in reality and in perception, be deemed to operate solely in the best interests of the students it serves. Employees have an obligation to conduct their affairs within guidelines that prohibit actual or potential conflicts of interest. Capital Prep Harbor has adopted a conflict of interest and anti-nepotism policy in accordance with applicable law. Copies of these policies, which employees were required to sign, are attached to this handbook as Appendix A.

EMPLOYMENT AT WILL

As is stated throughout this handbook, an employee's relationship with Capital Prep Harbor is an employment "at will." This handbook does not constitute a contract for employment between Capital Prep Harbor and its employees. In the absence of a specific written and approved policy the employment relationship may be terminated at any time by Capital Prep Harbor or by the employee without notice and with or without cause. Any representation by any officer or employee contrary to this policy is not binding upon Capital Prep Harbor unless it is in writing and signed by the Head of Schools and Chief of Staff. Nothing contained in this Handbook, employment application, memoranda or other materials provided to employees shall require Capital Prep Harbor to have "cause" to terminate an employee or otherwise restrict Capital Prep Harbor's right to release an employee from service. Statements of specific grounds for disciplinary action or termination contained herein or in other documents/training are not all-inclusive and are not intended to restrict Capital Prep Harbor's right to terminate "at-will."

This policy shall not be modified by any statements contained in this Handbook or employee hire letter, memoranda, or any other materials provided related to employment. Further, none of those documents whether singly or combined, or any employment practices, shall create an express or implied contract of employment for a definite period, not an express or implied contract concerning any terms or conditions of employment.

EQUAL EMPLOYMENT OPPORTUNITY

Capital Prep Harbor will provide equal employment opportunity to all qualified employees and applicants without regard to race, creed, color, ethnicity, national origin, age, sex, sexual orientation, religion, disability, gender identity and expression, marital status, ancestry, citizenship, alienage, veteran status and any other classification protected by federal, state or local law is strictly prohibited. This policy applies to all aspects of the employment experience, including recruitment, hiring, compensation, promotion, transfer, disciplinary action, layoff, return from layoff, school-sponsored training, and social and recreational programs. Any and all such employment decisions will be made in a non-discriminatory manner.

IMMIGRATION LAW COMPLIANCE

Federal law requires all employers to verify each new employee's identity and legal authority to work in the United States via the INS I-9 Form. All offers of employment are conditional upon the receipt of satisfactory evidence of an applicant's authorization to work in the United States. This evidence of the right to work must be provided within three (3) days of employee's hire date. Failure to provide the appropriate documentation will result in immediate termination.

PERSONNEL RECORDS AND FILES

An employee's personnel file includes information such as his or her job application, résumé, offer letter, contracts, benefit forms, work history, salaries, personal days, sick days, performance evaluations, and correspondence concerning discipline.

Personnel and medical files are the property of Capital Prep Harbor and access to the

information is restricted. In addition to the employee to whom the personnel file applies, the only persons allowed to review personnel files are persons who have a legitimate reason to do so, except as may be required by law.

It is an employee's responsibility to immediately notify the Director of Operations, in writing, of any changes in personnel data such as, but not limited to:

- Home address
- Home telephone number and, if available, cell phone number
- Number of dependents
- Name of individual to notify in case of an emergency
- Change in marital status
- Change in alien status
- Military status
- Change in certification status
- Change in fingerprint clearance status
- Arrest
- Any change in benefits/VOYA plan

Failure to report the correct information may adversely affect the benefits to which an employee is entitled. Providing false information may result in disciplinary action, including termination of employment.

SEXUAL AND OTHER UNLAWFUL HARASSMENT

The District does not discriminate on the basis of sex in the education programs and activities that it operates. This requirement not to discriminate in the District's education programs and activities extends to admission (as applicable) and employment. Sexual harassment is a form of sex discrimination and will not be tolerated. It is the policy of the Board of Education that any form of sexual harassment is forbidden whether by students, supervisory or non-supervisory personnel, individuals under contract, or volunteers subject to the control of the Board. Employees are expected to adhere to a standard of conduct that is respectful and courteous to employees, to students, and to the public. An employee found to be a responsible party for sexual harassment in violation of Title IX may be subject to discipline up to and including termination of employment. A finding that an employee is not a responsible party for conduct that violates Title IX does not prevent discipline of the employee if the conduct violates another Board policy, personnel rule or code of conduct. Employee conduct that is not sexual harassment as defined under the Title IX regulations may still be found to be sexual harassment under Connecticut state law and/or Title VII of the Civil Rights Act as set forth in Board Policy (Sexual Harassment – Personnel).

Definitions

Sexual Harassment under Title IX: conduct on the basis of sex that occurred in an Education Program or Activity of the Board in which the Complainant is participating in and/or attempting to participate in and satisfies one or more of the following:

1. An employee of the Board conditioning the provision of an aid, benefit, or service of the Board on an individual's participation in unwelcome sexual conduct;

2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the Board's education program or activity, or
3. Sexual assault, dating violence, domestic violence or stalking.

Actual Knowledge: notice of sexual harassment or allegations of sexual harassment to the District's Title IX coordinator or any employee of an elementary and/or secondary school. This standard is not met where the only District employee with actual knowledge is the respondent.

Complainant: an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

Education Program or Activity: includes locations, events, or circumstances over which the District exercises substantial control over both the respondent and the context in which the sexual harassment is alleged to have occurred.

Formal Complaint: a document filed by a complainant alleging sexual harassment against a respondent and requesting that the District investigate the allegation of sexual harassment.

Respondent: an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Sexual Assault: an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation as set forth in 20 USC §1092(f)(6)(A)(v).

Dating Violence: means violence committed by a person (a) who has been in a social relationship of a romantic or intimate nature with the victim, and (b) where the existence of such relationship shall be determined based on consideration of the following factors (i) the length of the relationship, (ii) the type of relationship, and (iii) the frequency of interaction between the persons involved in the relationship as set forth in 34 U.S.C. §12291(a)(10).

Domestic Violence: includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of Connecticut, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family laws of the jurisdiction as set forth in 34 U.S.C. §12291(a)(8).

Stalking: means engaging in a course of conduct directed at a specific person that would cause a reasonable person to (a) fear for his or her safety or the safety of others, or (b) suffer substantial emotional distress as set forth in 34 U.S.C. §12291(a)(30).

Supportive Measures: non-disciplinary, non-punitive individualized services offered, as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been

filed. Such measures are designed to restore or preserve equal access to the education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District's educational environment, or deter sexual harassment.

Procedure

It is the express policy of the Board of Education to encourage victims of sexual harassment or those who have knowledge of sexual harassment to report such claims. Employees are encouraged to promptly report sexual harassment to the school Title IX coordinator (Dean of Students or Academic Dean), or the principal or his/her designee. Victims of sexual harassment may file a report of sexual harassment and receive supportive measures. Victims of sexual harassment who want a formal investigation into the sexual harassment must file a written complaint of sexual harassment and request a formal investigation. Formal complaints will be investigated promptly and corrective action will be taken when the respondent is found, after an investigation, to be the responsible party. Retaliation against any individual because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing regarding a claimed Title IX violation is prohibited and may result in disciplinary action against the retaliator, up to and including termination as appropriate.

Any Board of Education employee with knowledge of sexual harassment shall immediately report the same to school Title IX coordinator (Dean of Students or Academic Dean) with a copy of the school principal.

Any individual may make a report of sex discrimination and/or sexual harassment directly to the Title IX Coordinator.

The Title IX Coordinator for the Harbor Board of Trustees is the:

Position: Assistant Superintendent for Affective Services

Address: 777 Main St Bridgeport Ct. 06604

Phone number: (475) 422-5900

Email address: _TitleIX@capitalprepharbor.org

Reports of sex discrimination and/or sexual harassment may also be made to the United States Department of Education, Office for Civil Rights, Boston Office, U.S. Department of Education, 8th Floor, 5 Post Office Square, Boston, MA 02109-3921. Telephone (617) 289-0111.

Sexual harassment is prohibited within the Capital Preparatory Harbor School. Examples of conduct that may be sexual harassment include, but are not limited to, the following:

1. Where submission to, or rejection of, the conduct by the individual is used as the basis of academic decisions affecting the individual.
2. Where a person is subjected to unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to a District education program or activity.
3. Where submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding services, honors, programs, or activities available at or through the District.
4. Suggestive or obscene letters, notes, invitations, slurs, jokes, epithets, or gestures, derogatory comments, assault, touching, impeding or blocking movement, leering, display of sexually suggestive objects, pictures or cartoons.
5. Continuing to express sexual interest after being informed that the interest is unwelcome.
6. Coercive sexual behavior used to control, influence, or affect the educational opportunities, grades, and/or learning environment of students, including promises or threats regarding grades, course admission, performance evaluations, or recommendations; enhancement or limitation of student benefits or services (e.g. scholarships, financial aid, work study job).
7. Inappropriate attention of a sexual nature from peer(s), i.e. student to student, employee to employee.
8. Sexual assault, dating violence, domestic violence or stalking.

How to Report Sexual Harassment

Any person may report sexual harassment, whether or not the person reporting is a person who is alleged to be the victim of conduct that could constitute sexual harassment. Such report may be made in person, by mail, by telephone or by electronic mail the Academic Dean/Dean of Students, school Title IX coordinator, or Assistant Superintendent for Affective Services, district-wide Title IX coordinator or the school principal. Such reports may be made anonymously. Individuals who believe that they have been sexually harassed at a District education program or activity, or those who have knowledge of sexual harassment occurring at or during a District education program or activity should report the same to the Academic Dean/Dean of Students, Title IX coordinator for the school at which the harassment is alleged to have occurred, the Assistant Superintendent for Affective Services, District-wide Title IX coordinator, with a copy to the school principal. School employees who receive reports of sexual harassment should immediately send the report to Academic Dean/Dean of Students, Title IX coordinator for the school at which the harassment is

alleged to have occurred, the Assistant Superintendent for Affective Services, District-wide Title IX coordinator, with a copy to the school principal.

Upon receipt of a report of sexual harassment, the Title IX Coordinator will promptly contact the complainant to discuss the availability of supportive measures, consider the wishes of the complainant with regard to supportive measures, inform the complainant of the availability of supportive measures whether or not the complainant files a formal complaint, and explain to the complainant the process for filing a formal complaint.

Supportive measures may include, but are not limited to:

1. Separating the parties as much as possible during the school day;
2. Provision of support through the District's Employee Assistance Program;
3. Increased monitoring, supervision or security in locations or activities where the alleged misconduct occurred; and
4. Other similar measures.

Supportive measures provided must be kept confidential unless disclosure is necessary for the supportive measure's effectiveness.

The Title IX Coordinator must document that they have taken measures designed to restore or preserve equal access to the District's education program or activity and such documentation should address why the response was not deliberately indifferent. The Title IX Coordinator must document all supportive measures offered to and/or provided to the complainant. If the Title IX Coordinator does not provide supportive measures to a complainant, the Title IX Coordinator must document why such a response was not clearly unreasonable in light of the known circumstances.

A report of sexual harassment or sex discrimination is not a request for a formal Title IX complaint investigation. A complainant who wants a formal complaint investigation must file a formal written complaint with the Assistant Superintendent for Affective Services, District-wide Title IX Coordinator as outlined in the formal grievance procedure below.

Formal Grievance Procedure

The formal grievance procedure is designed to provide for the prompt and equitable resolution of complaints alleging any action that would be prohibited by Title IX and its implementing regulations. The grievance procedure applies only to claims of sex discrimination occurring in the District's education programs or activities. The formal grievance procedure is only initiated if the complainant or the complainant's parent/guardian signs a formal complaint or the Assistant Superintendent for Affective Services, Districtwide Title IX Coordinator signs a formal complaint alleging sexual harassment against a respondent and requesting that the District investigate the allegation of sexual harassment.

The Title IX Coordinator, investigator, decision-maker and any person designated to facilitate an informal resolution process will recuse themselves if they have a conflict of interest or a bias for or against complainants or respondents generally or to an individual complainant or respondent.

There is a presumption that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process. "Responsible for the alleged conduct" is determined by the preponderance of the evidence standard whereby the respondent is responsible for the conduct if there is more than a 50% chance that they engaged in the alleged conduct.

The grievance process will be completed within a reasonable time frame. Although each complaint is different, a reasonable time frame generally means that the grievance process will be completed within sixty (60) days of when the formal complaint is filed. Time frames may be extended for good cause. Both the complainant and respondent should be informed in writing of any extension of the time frame and the reason for the extension. Good cause may include, but is not limited to, the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity or Department of Child and Family investigation; or the need for language assistance or accommodation of disabilities.

If a respondent is found to be responsible for the alleged conduct and the alleged conduct is found to be a violation to Title IX, the respondent may be subject to discipline up to and including termination of employment. If the respondent is found to be responsible for the alleged conduct and it is determined that the conduct does not violate Title IX as set forth in the regulations implementing Title IX but the conduct violates another Board policy, rule or code of conduct, and/or federal, state or local law, the respondent also may be subject to discipline up to and including termination from employment.

1. A written formal complaint should include:
 - a. The name of the complainant,
 - b. The date of the complaint,
 - c. The date of the alleged harassment,
 - d. The name or names of the harasser or harassers (if known),
 - e. Identification of the location where such harassment occurred,
 - f. A detailed statement of the circumstances constituting the alleged harassment.
2. Upon receipt of a formal complaint, the Title IX Coordinator must provide the following written notice to the parties who are known:
 - a. Notice of the District's grievance process including any informal resolution processes that are available.
 - b. Notice of the allegations of sexual harassment including sufficient details known at the time including the identifies of the parties involved in the incident (if known), the conduct allegedly constituting sexual harassment in violation of Title IX, and the date and location of the alleged incident (if known).

- c. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made at the conclusion of the grievance process.
 - d. A statement that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney.
 - e. A statement that each party will have the opportunity to inspect and review evidence provided.
 - f. A statement that parties who knowingly make false statements or knowingly submit false information during the grievance process may be disciplined.
3. If, during the course of the investigation, the investigator decides to investigate allegations not included in the original notice, the investigator will provide notice of the additional allegations to the parties whose identities are known.
 4. Risk Assessment: Upon receipt of a formal Title IX written complaint, the Districtwide Title IX Coordinator and/or designee will undertake an individualized safety and risk analysis. If the Districtwide Title IX Coordinator and/or their designee determines that there is an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment that justifies removal of the respondent from the school setting, the Title IX Coordinator and/or their designee, in conjunction with the Director of Human Resources & Talent, will immediately remove the respondent from the school setting. If the respondent is a student, any decision to suspend or expel the student will follow the District's normal suspension/expulsion process. If the respondent is an employee, the District will follow its normal exclusionary proceedings for employees, including but not limited to placement on administrative leave.
 5. The Title IX Coordinator will evaluate whether a report must be made to the Connecticut Department of Children and Families.
 6. The District may consolidate two or more formal complaints where the allegations of sexual harassment arise out of the same facts or circumstances.
 7. Mandatory Dismissal of Formal Complaint: If, during the course of the investigation, it is determined that the respondent's conduct, even if proved, did not occur in the District's education program or activity, or did not occur against a person in the United States, pursuant to the Title IX Regulations, the District is required to dismiss the formal complaint with regard to that conduct. Such dismissal must be approved by the Chief of Schools and/or designee or the Director of Human Resources & Talent. Such a dismissal does not preclude discipline under another provision of the District's Code of Conduct or another District policy including but not limited to Board Policy(Sexual Harassment – Personnel) and Board Policy (Sexual Harassment – Students).
 8. Permissive Dismissal of Formal Complaint: The District may dismiss the formal complaint or specific allegations therein, if (a) any time during the investigation or decision-making process, the complainant notifies the Districtwide Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein, (b) the

respondent is no longer enrolled or employed by the District, or (c) specific circumstances prevent the District from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein. Such dismissal must be approved by the Chief of Schools and/or designee or the Director of Human Resources & Talent. Such a dismissal does not preclude discipline under another provision of the District's Code of Conduct or another District policy including but not limited to Board Policy (Sexual Harassment – Personnel) and Board Policy (Sexual Harassment – Students).

9. Upon mandatory or permissive dismissal, the District must promptly send simultaneous written notice of the dismissal to all parties.
10. The exercise of rights protected under the First Amendment does not constitute sexual harassment under Title IX.

Formal Investigation Process:

1. The investigator must be free from bias and conflicts of interest and trained to serve impartially.
2. The investigator must ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rests on the District, not the parties.
3. The investigator and decision makers cannot access, consider, disclose or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment of the party, unless the investigator or decisionmaker obtains that party's parent's/guardian's voluntary, written consent to do so (or the written consent of the party if the party is over the age of eighteen).
4. The investigator will provide an equal opportunity for all parties to present witnesses, including fact and expert witnesses, and other evidence.
5. No party will be prohibited from discussing the allegations under investigation or gathering and presenting relevant evidence.
6. Each party may be accompanied to any meeting or proceeding by an advisor of their choosing. The advisor, however, is merely there to provide advice to the party and may not actively participate in the meeting or proceeding. The advisor will not be allowed to ask or answer questions during the meeting or proceeding.
7. Each party will be given written notice of the date, time, location, participants and purpose of all hearings, investigative interview or other meetings to which the party is invited, at least two days in advance in order to provide the party sufficient time to prepare to participate.

8. To the extent the documents and information are not protected from disclosure by the Family Educational Rights and Privacy Act (FERPA), the Americans with Disabilities Act, the Individuals with Disabilities in Education Act or any other federal law, both parties will be given an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint, including evidence upon which the District does not intend to rely in reaching a determination regarding responsibility, so that each party can meaningfully respond to the evidence prior to the conclusion of the investigation.
9. Prior to completing the investigative report, the investigator must send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties will be given a minimum of ten (10) calendar days to submit a written response to that information. The investigator must consider any written response prior to completing the investigative report.
10. After completing the investigation, the investigator must create an investigative report that fairly summarizes the relevant evidence and, at least ten (10) days before the decision maker makes a determination of responsibility, send a copy of the investigation report to each party and the party's advisor, if any, in an electronic format or hard copy, for their review and written response.
11. Credibility determinations may not be based on a person's status as a complainant, respondent or witness.
12. The investigative report must include the following:
 - a. The identity of the parties;
 - b. The conduct potentially constituting sexual harassment;
 - c. A list of the evidence reviewed; and
 - d. Findings of fact.

The Formal Decision-Making Process

1. The Decision-maker cannot be the same person as the Title IX Coordinator or the investigator.
2. Before making a decision, the decision-maker must give each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness. After posing the relevant questions to the party or witness, the decision-maker must provide each party with the answers and allow for additional, limited follow-up questions from each party.
3. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant unless offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence

concern specific incidents of the complainant's sexual behavior with respect to the respondent and are offered to prove consent.

4. The Decision-maker may not require, allow, rely upon or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.
5. If the Decision-maker chooses to exclude any requested questions, the decision-maker should explain to the party proposing the questions the decision to exclude a question as not relevant. To the extent that explanation is given verbally, the Decision-maker should document the decision in writing.
6. The Decision-maker must make a determination regarding whether the respondent is responsible for sexual harassment in violation of Title IX. To reach the determination, the Decision-maker must use the preponderance of the evidence standard. This standard is met if there is more than a fifty percent (50%) chance that the respondent is responsible for sexual harassment in violation of Title IX.
7. Credibility determinations may not be based on a person's status as a complainant, respondent, or witness.
8. The Decision-maker must issue a written determination that includes:
 - a. Identification of the allegations potentially constituting sexual harassment;
 - b. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence and hearings held;
 - c. Findings of fact supporting the determination;
 - d. Conclusions regarding the application of the District's code of conduct to the facts;
 - e. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility. The formal report also must include any disciplinary sanctions the District imposes on the respondent, and whether remedies designed to restore or preserve equal access to the District's education program or activity will be provided by the District to the complainant. To the extent that the District does not have permission from the relevant party to reveal the discipline, remedies provided, or other information protected by FERPA, the IDEA, the ADA or other federal law, such portion of the report must be redacted before providing it to the other party.
 - f. The District's appeal procedures and permissible bases for the complainant and respondent to appeal the decision.
9. The written decision must be provided to both parties simultaneously.

10. The decision is not considered final until after the date the District provides a written determination of any appeal or the deadline for appeal passes.
11. To the extent that the Decision-maker determines that the conduct in question meets the District's criteria for expulsion, the provisions of C.G.S. §10-233d and Board policy must be followed prior to the institution of an expulsion.
12. The Title IX coordinator is responsible for effective implementation of any remedies.
13. Conduct that is not found to rise to the level of a Title IX violation may still constitute prohibited discrimination on the basis of sex or another protected category as defined in federal, state or local law, Board policy or the school's code of conduct. A finding of no responsibility under Title IX does not prohibit the District from investigating and determining that the respondent's conduct violated another provision of Board policy and/or code of conduct including but not limited to Board Policy 4118.31 (Sexual Harassment – Personnel) and Board Policy 5163.1 (Sexual Harassment – Students).

The Formal Appeal Process

Both parties have a right to appeal the determination of responsibility and/or the District's decision to dismiss the formal complaint or any allegations thereon. Appeals are only available on the following bases:

1. Procedural irregularities that affected the outcome of the matter;
2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, and that could affect the outcome of the matter; and/or
3. The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

The appeal Decision-maker will not be the same individual as the original Decision-maker, the investigator and/or the Title IX Coordinator.

If an appeal is received, the appeal Decision-maker will notify the other party in writing.

Before issuing his/her decision, the Decision-maker must give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome.

The Decision-maker must provide his/her/their written decision simultaneously to both parties. The written decision must describe the results of the appeal and the rationale for the result.

Informal Resolution Process

After a formal complaint has been filed, the parties may voluntarily agree to participate in the District's informal resolution process. The parties may not be required to participate in the informal

resolution process as a condition of continued enrollment or employment or the enjoyment of any right to an investigation and/or adjudication of the formal complaint of sexual harassment.

Prior to participating in any informal resolution process, the parties will be provided with written notice disclosing the following:

1. The allegations;
2. The circumstances under which the informal resolution process would preclude the parties from resuming a formal complaint arising from the same allegations;
3. The right of any party to withdraw from the informal resolution process at any time prior to the parties agreeing to a resolution and to require the resumption of the formal complaint process after such withdrawal; and
4. The consequences resulting from participating in the informal resolution process, including whether records will be maintained or could be shared.

Each party must give written consent to engage in the informal resolution process. Such consent may be withdrawn at any time.

The informal resolution process may not be used to resolve allegations that an employee sexually harassed a student.

The District provides the following types of informal resolution processes:

1. Mediation,
2. An agreement to truncate the steps of the grievance procedure where the parties agree to some or all of the facts,
3. Other process agreed upon by the district and the parties.

Recordkeeping

The District must maintain the following records for a minimum of seven years from the end of the grievance process:

1. The records of each sexual harassment investigation including any determination regarding responsibility and any audio or audiovisual recording or transcript, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the District's education program or activity;
2. Any appeal and the result therefrom;
3. Any informal resolution and the result therefrom; and

4. Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

The District must maintain for a minimum of seven years all materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. The District will make such training materials publicly available on its website.

Prohibition on Retaliation

Retaliation against any individual because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing regarding a claimed Title IX violation is prohibited. Retaliation shall include intimidation, threats, coercion or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment if the purpose is to interfere with any right or privilege secured by Title IX.

Complaints of retaliation must be filed through the formal complaint process.

The exercise of rights protected under the First Amendment does not constitute prohibited retaliation.

Confidentiality

The District will keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by FERPA or as required by law, or to carry out the purposes of 34 C.F.R. part 106, including the conduct of any investigation, hearing or other proceedings arising thereunder.

Materially False Statements

A complainant, respondent or witness who is found to have made a materially false statement in bad faith during the grievance process shall be subject to discipline up to and including expulsion from school. Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding does not constitute retaliation. A determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

Publication

A copy of this regulation must be provided to all students, parents or legal guardians of elementary and secondary school students, employees, and all unions holding collective bargaining agreements with the District and shall be made available on the District's website.

Training

All Title IX coordinators, investigators, decision-makers and any person who facilitates an informal resolution process, will receive training on the definition of sexual harassment in 34 C.F.R. §106.30, the scope of the District's education program or activity, how to conduct an investigation and grievance process including hearings, appeals and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias. Decision-makers will receive training on issues of relevance of questions and evidence, including when questions and evidence about a complainant's sexual predisposition or prior sexual behaviors are not relevant. Investigators will receive training on issues of relevance to create an investigation report that fairly summarizes relevant evidence.

WORKPLACE VIOLENCE PREVENTION

The policy of Capital Prep Harbor is to maintain a safe, healthful and efficient workplace where employees are free from the threat of workplace violence.

Definitions

Capital Prep Harbor prohibits any employee or any other person either on its premises or during the performance of School-related duties, from engaging in any act that:

- Threatens employee and/or student safety.
- Adversely affects the health, life, security, or well-being of employees and/or students.
- Results in damage to Capital Prep Harbor, Capital Preparatory Schools and/or employee property.

These prohibited acts include, but are not limited to:

- Threatening, intimidating, coercing, attacking or assaulting employees and/or students.
- Carrying weapons, either overtly or concealed.
- Pretending to have a weapon.
- Allowing unauthorized persons to have access to the premises without management's expressed permission.
- Using, duplicating, or possessing keys to the premises or offices or secured areas, without management's expressed permission.
- Stealing or attempting to steal Capital Prep Harbor, Capital Preparatory Schools or an employee's property.
- Damaging or attempting to damage Capital Prep Harbor, Capital Preparatory Schools or an employee's property.
- Stalking an employee and/or student.
- Communicating racial epithets or other derogatory comments associated with hate crimes.

Procedures

Any employee who has been threatened, is a victim of a violent act, witnesses threats or violent acts, or has knowledge of any threats or violent acts is required to report these activities to an administrator immediately.

When there is a present threat or act of violence that requires immediate law enforcement action, employees should request 911 emergency response and then report the situation to appropriate administrator as soon as possible.

Disciplinary Action

Employees found to have engaged in conduct prohibited by this policy will be disciplined appropriately, as determined and substantiated by the findings of an investigation, up to and including immediate termination/suspension.

Additionally, certain actions will subject the employee to be held legally liable under applicable laws. Capital Prep Harbor reserves the right to pursue every available legal avenue in these circumstances.

Employee Expectations

ATTENDANCE AND PUNCTUALITY

Employees of Capital Prep Harbor are expected to report to work on-time and ready to work on all scheduled staff days in accordance to the yearly staff calendar. Hours may vary depending on position and school, but for most instructional staff hours range from 7:00am to 3:30pm, Monday through Friday.

BRINGING CHILDREN TO WORK

As a policy, Capital Prep Harbor discourages staff members from bringing to work and encourage staff members to use the leave benefits provided to them when an emergency situation occurs, such as a sick child. In rare instances where family responsibilities conflict with work commitments, permission to have healthy children on campus may be sought. All requests to bring children to work must be approved in advance by the Principal. This policy is not intended to substitute for regular child-care. Before seeking to bring a child to the workplace staff members should also consider the age of the child and the length of time they intend to bring the child to work for. A staff member who brings a child to the workplace is responsible for his/her supervision at all times. The child may not create a distraction or damage school property; otherwise, the staff member will be asked to remove the child from the school. Since this policy is not a substitute for regular childcare, Capital Prep Harbor expects that a staff member would not request to bring their child to work more than one time per year.

CONFIDENTIALITY

Employees of Capital Prep Harbor shall not, in any way, release any information about Capital Prep Harbor, Capital Preparatory Schools, their respective activities, or the activities of its personnel except as normally required by their duties, expressly permitted by the Principal or Director of Operations, and in conformity with the requirements of applicable Freedom of Information Act, the Family Educational Rights and Privacy Act, the Health Insurance Portability & Accountability Act (<http://www.omh.state.ny.us/omhweb/hipaa/index.htm>) and any other applicable federal, state, or local law or regulation or School policy or regulation.

No employee shall publish, disclose, use, or authorize anyone else to publish, disclose, use, or in any way cause to be published, disclosed, or used any private or proprietary information which such employee may in any way acquire, learn, develop, or create by reason of employment with Capital Prep Harbor, unless otherwise provided by the Principal or Director of Operations. Any document or other material containing such information is required to be returned to the Director of Operations upon an employee's termination or resignation.

This policy reiterates our need for confidentiality in all aspects of employment. While employed at Capital Prep Harbor, employees may learn or work with and be entrusted with confidential and/or privileged information about fellow employees, administrators, School parents, students or applicants. Employees must exercise the highest degree of care not to disclose any such information, even inadvertently, to any unauthorized person in or outside of Capital Prep Harbor. Employees may not disclose any confidential or privileged information except to persons specifically designated in advance and in writing by the Principal or Director of Operations.

Confidential information includes, but is not limited to, the following examples:

- Student records
- Financial information
- Personnel records
- Payroll records, including salary and bonus information
- Computer programs, codes, processes and passwords
- Personnel information regarding Capital Prep Harbor parents and students

If an employee believes confidential information must be disclosed to a third party, he or she should consult with the Director of Operations or Principal prior to the disclosure. Failure to follow this policy will result in disciplinary action, up to and including termination of employment.

An employee's obligations under this policy continue after his or her termination of employment. Upon termination of employment, all confidential information in the employee's possession must be returned to Capital Prep Harbor.

GIFT POLICY

No employee of Capital Prep Harbor is permitted to accept gifts of any kind of a value exceeding seventy-five dollars (\$75.00), including but not limited to money, goods, food, entertainment, or services – directly or indirectly from:

- Individuals, parents, schools, partner organizations, or companies serving as vendors or potential vendors for this School;
- Elected officials or their representatives;
- Candidates for public office or their representatives; or
- Political party officials or their representatives.

Offers of such gifts in excess of \$75.00, even when refused, must be communicated immediately by the employee receiving such an offer to the Director of Operations.

OUTSIDE EMPLOYMENT

The primary responsibility of a staff member is to Capital Prep Harbor. No staff member may accept outside employment if such employment interferes with his or her employment at Capital Prep Harbor. Staff members must notify Capital Prep Harbor of any outside part-time, full-time or temporary employment prior to accepting such employment.

PROFESSIONAL APPEARANCE

To model professionalism for our students, employees are expected to present a neat, professional appearance at all times. Capital Prep Harbor expects employees to dress

appropriately every day in business attire. The following list are regarded as inappropriate dress while school is in session: athletic wear, spandex or leggings, flip flops or beach sandals, tank tops/midriff tops/halter tops, or mini-skirts.

Capital Prep Harbor employees are expected to demonstrate good judgment and professional taste. Courtesy to co-workers and projection of a professional image to students should be the factors that are used to assess that an employee is dressing in business attire that is appropriate. Exceptions to the dress code may be made for specific positions or on specific days based on the Principal's and/or Director of Operation's discretion.

PERSONAL RELATIONSHIPS/ FRATERNIZATION

Capital Prep Harbor believes that an environment where staff members maintain boundaries between romantic and work interactions is most effective. Although this policy does not prevent the development of romantic relationships between staff members, it does establish very clear boundaries as to how relationships should progress during working hours and within the working environment. Individuals in managerial relationships or other influential roles with respect to other Capital Prep Harbor staff members are subject to more stringent requirements under this policy due to their status as role models and their ability to influence others.

Staff members are strictly prohibited from engaging in any behaviors (such as public display of affection) that would in any way be deemed inappropriate or offensive by a reasonable person while anywhere on Capital Prep Harbor premises, whether during working hours or not. Staff members who allow romantic relationships with other staff members to affect the working environment will be subject to disciplinary action. Failure to change behavior and maintain expected work responsibilities is viewed as a serious disciplinary matter.

Managers and school leaders in influential positions are strongly discouraged from dating an individual they directly manage. If a relationship with a direct report or an individual he/she directly influences does progress beyond a platonic friendship, they must disclose this to their immediate manager(s) as soon as possible. This disclosure will enable the organization to determine whether any conflict of interest exists. Where potential conflicts or risks are identified, Capital Prep Harbor will handle the relationship as a familial one, and the Anti-Nepotism policy, attached hereto as Appendix A, will apply. Failure to disclose romantic relationships or failure to work with Capital Prep Harbor to resolve such a situation in a mutually agreeable fashion may ultimately serve as cause for termination.

SMOKING, DRUG AND ALCOHOL USE

Employees must recognize that conduct off the job can have an effect on the job. Off-duty activity cannot be permitted to undermine safe work practices or the attainment of the highest standards of service.

Use of tobacco is prohibited within the School building, on School grounds, in school vehicles or at any school-related events or activities. Tobacco includes, but is not limited to cigarettes, cigars, snuff, smoking tobacco, smokeless tobacco, e-cigarettes, nicotine, nicotine delivering devices, chemicals, or devices that produce the same flavor or physical effect of nicotine substances; and any other tobacco or nicotine innovations. For purposes of this policy, "use of tobacco" shall mean all uses of tobacco, including, but not limited to, cigarettes, cigars, snuff,

blunts, bidis, pipes, chewing tobacco, or any other substance that contains tobacco or nicotine, and all other forms of smokeless tobacco, rolling papers, e-cigarettes and any other items containing or reasonably resembling tobacco or tobacco products.

Under no circumstances may an employee report to work, perform assigned duties or engage in the School's business while under the influence of alcohol, marijuana or illegal drugs, except that this policy does not prohibit the consumption of alcohol at School-approved functions.

Employees are also prohibited from using, selling, purchasing, manufacturing, possessing or distributing illegal drugs, marijuana or controlled substances while on School property or while conducting School business. Any employee who violates these rules may be subject to disciplinary action, up to and including immediate termination.

Further, employees should be aware that Capital Prep Harbor may also inform the police or drug enforcement agencies if there is suspicion that illegal drugs, marijuana or controlled substances are being sold, bought, possessed, used, manufactured or distributed on the School's premises.

This policy does not prohibit employees from working while under the influence of prescription drugs, provided such drugs are being used as prescribed by a licensed physician and do not prevent the employee from performing the essential functions of the job or present a direct threat to the health or safety of the employee or others in the workplace.

If an employee is aware that his or her use of an over-the-counter or properly prescribed medication is likely to alter his or her senses or impair his or her ability to perform on the job, the employee should promptly report those facts to the Principal or Director of Operations. Failure to do so may result in disciplinary action, up to and including termination.

Anyone who suspects that an employee is under the influence of alcohol, marijuana or drugs, or is selling, buying, manufacturing, distributing, possessing or using illegal drugs, marijuana or other controlled substances while on the School's property or while conducting School business should immediately contact the Principal or Director of Operations.

SOCIAL MEDIA POLICY

Capital Prep Harbor provides employees with access to the Internet, however employees are prohibited from reading, writing or otherwise contributing to blogs, chat rooms, online message boards, or online discussion groups during work hours or from using any School-provided equipment or systems unless such activity is directly related to and necessary for an employee to perform his or her job.

Capital Prep Harbor recognizes that blogging or participating in online forums is a personal activity, and therefore only seeks to regulate such activity when it impacts the School and/or employees of the School. When away from the office, on an employee's own time and equipment, he/she may choose to read or contribute to blogs, maintain a personal blog, or participate in an online chat room, message board, or discussion group. If an employee does so, Capital Prep Harbor simply asks that all employees understand and respect certain guidelines for responsible blogging or other online participation.

Staff should not identify Capital Prep Harbor, Capital Preparatory Schools, management, co-workers or students, or discuss the School or individuals in a manner that could disparage the School or its students, defame any individual associated with the School or any student, or damage the reputation of anyone associated with the School or any student. If a blog post concerns one's job, the employee should prominently post a disclaimer stating that he/she is expressing only personal opinions that are not endorsed by and do not represent the opinion or viewpoints of the School. Pictures or descriptions of conduct that would subject an Illuminator or staff member to school discipline could be detrimental to that educator's status as an educator and could impact negatively on the academic process. It is important to remember that communications to the public that undermine confidence in individual School employees may make it more difficult to manage and motivate students.

If an employee posts something favorable about the services of Capital Prep Harbor using any type of social media (i.e., a blog or an online message board), the employee must disclose that he or she is employed by Capital Prep Harbor.

Any employee engaging in social networking or blogging for legitimate business purposes (i.e., on a school-sponsored blog or media site) must get express approval of all content prior to posting. Employees engaged in such school-authorized social networking or blogging are responsible for complying with all School policies.

Staff may not disseminate any Capital Prep Harbor information that could be considered proprietary, confidential, or intellectual property, and may not use the School's logo, graphics, trademarks, trade names, or corporate slogans. It is critical to maintain the confidentiality of School information.

Please remember that Capital Prep Harbor may monitor blogs or School-related chat rooms. If an employee fails to abide by the above guidelines or the School's policies, he/she may be subject to legal or disciplinary action by the School and others. If one has any questions or concerns about this Policy, please contact the Principal or Director of Operations.

INTELLECTUAL PROPERTY

All works an employee creates or conceives of in connection with such employee's employment with Capital Prep Harbor, including, but not limited to curriculum, are, and are intended to be, Works Made for Hire for Capital Prep Harbor within the meaning of the United States Copyright Act of 1976, as amended from time to time, and for all other purposes, and all rights therein, including, but not limited to, copyright, shall belong, and are intended to belong, exclusively to Capital Prep Harbor. Employees shall execute a separate agreement that sets forth their obligations regarding intellectual property created by them in more detail if requested by Capital Prep Harbor. For items covered by this paragraph, employees hereby assign and transfer all rights, title and interests in all such items including, without limitation, all patent, trademark and copyright rights that now exist or may exist in the future. Employees further agree that at any reasonable time upon request, and without further compensation or limitation, they will execute and deliver any and all papers or instruments including assignments, declarations, applications, powers of attorney and other documents, that in Capital Prep Harbor's opinion may be necessary or desirable to secure the School's full enjoyment of all right, title, interest and properties herein assigned. Employees agree not to charge the School for use of their

copyrighted, trademarked and patented materials.

SOLICITATION/ DISTRIBUTION

In an effort to provide a productive and professional work environment, this policy on solicitation applies to staff members and to non-staff members. Capital Prep Harbor staff members may not solicit for any purpose nor distribute literature or materials within Capital Prep Harbor's buildings or on School property during the staff member's working time or the working time of any staff member being solicited or approached. Capital Prep Harbor staff members may not distribute literature or non-work related materials within the working areas of the School at any time. Non-staff members may not solicit, canvas or distribute materials or literature for any purpose within Capital Prep Harbor's buildings or on School property at any time. The School's communication systems (including computer resources and systems such as email) and the equipment used to operate the communication systems are the property of Capital Prep Harbor and are provided so that the School can conduct its operations involving education and service to students. Use of the School's communication systems, including computer resources, is limited to activities directly relating to the performance by staff members of their duties and responsibilities, and use of the School's communication systems, including computer resources, for non-job-related purposes is prohibited. Communications systems and computer resources are not to be used, for example, to solicit or advocate for commercial ventures, political causes, religious proselytizing, outside organizations or other non-job-related solicitations. Incidental personal use should be kept to an absolute minimum and should not interfere with the performance of a staff member's job duties and responsibilities. In administering this policy, Capital Prep Harbor shall comply with all applicable laws.

USE OF PERSONAL VEHICLES

Staff members are generally prohibited from using their personal vehicles to transport students at any time, whether during school hours or not. Exceptions to this policy may be made in emergency only at the Principal's discretion.

USE OF SCHOOL FACILITIES

Staff members are prohibited from using school facilities for personal purposes.

Employee Compensation and Benefits

COMPENSATION

PAY PERIODS

Most Capital Prep Harbor employees, including Illuminators, Junior Illuminators, and operations staff, are twelve-month employees. The year runs July 1 to June 30. The first pay period is from the 1st day of the month up to and including the 15th day of the month; the second pay period of the month is from the 16th up to and including the last day of the month. Employees are paid live and placed on payroll upon hire and are removed from payroll upon their last work day. Pay is pro-rated for any employee who does not work July 1 through June 30.

PAY DAY

Employees are paid semi-monthly. The first pay date is the 15th of every month; the second pay date is the last business day of every month. If a payday falls on a holiday or weekend, funds will be distributed a day earlier. The last pay day of the year will be June 30 or the last business day in June.

PAYROLL DEDUCTIONS

The only deductions from an employee's paycheck are those required by law or authorized in writing by the employee. The check stub identifies each deduction and should be kept as a permanent record.

Paid deductions may also be taken by Capital Prep Harbor in response to a garnishment notice received from a court or other legal authority. The Director of Operations will notify employees of garnishments that must be deducted from their paychecks.

BENEFITS

HEALTH AND WELFARE BENEFITS

This Handbook contains a number of brief summaries of the benefit programs that Capital Prep Harbor provides for eligible employees. Detailed information concerning the terms, conditions, and limitations of these programs can be found in official plan documents.

Benefits eligibility is dependent upon a variety of factors, including employee classification. In general, all full-time employees are eligible to start receive benefits the 1st of the month after their start date. Employees should contact Capital Preparatory Schools' Director of Network Operations or the School's Director of Operations for help identifying which programs they are eligible.

The benefits programs described in this Handbook do not establish terms or conditions of employment. As with all policies, procedures, and benefits, Capital Prep Harbor reserves the right to modify, reduce, or eliminate certain benefits without advance notice as business needs require.

HEALTH INSURANCE

Eligible employees can enroll in Capital Prep Harbor's comprehensive health insurance plans. Employees should refer to onboarding materials for more information or talk to the Director of Operations or the Director of Talent and Human Resources.

RETIREMENT PLAN

As dictated by state law, any Illuminator working as an educator more than fifty percent of the time, holding a position in Capital Prep Harbor that requires certification and possessing the appropriate certification for the position held, shall be a member in the Connecticut Teachers' Retirement Board (CTRB) system. Members of the CTRB system earn one month of credited service for each month worked from September 1 through June 30 to a maximum of 10 months in a school year. Ten months of Connecticut public school service equals one year of service. Detailed information concerning the terms, conditions, and limitations of these programs can be found in official plan documents.

All full-time, salaried employees are eligible to enroll in Capital Prep Harbor's retirement plan. The plan is administered by VOYA and there are multiple investment options to choose from. For more details, please contact the Director of Operations or the Director of Talent and Human Resources.

DECLINATION OF HEALTH BENEFITS

Any employee who wishes to decline any of the benefits offered by Capital Prep Harbor is required to submit such request in writing to the Director of Operations of the School.

SOCIAL SECURITY/MEDICARE TAX

Social Security/Medicare Tax Benefits are provided to all eligible Capital Prep Harbor staff members and are paid jointly by Capital Prep Harbor and the staff member. An employee's share is deducted from his/her paycheck as required by law. For information regarding the benefits available under the Social Security Act, one can contact the local Social Security Office.

WORKER'S COMPENSATION

Capital Prep Harbor, in accordance with Connecticut law, will provide Workers' Compensation to its employees in case of injury or illness arising out of and in the course of employment. Employees who sustain work-related injuries or illnesses should inform their supervisors as soon as is practicable after the injury.

UNEMPLOYMENT INSURANCE

Consistent with applicable state laws, unemployment insurance provides income to qualifying former staff members who are actively seeking employment while they are out of work. A former staff member must file a claim with the state unemployment office to receive benefits.

COBRA CONTINUATION COVERAGE

Employees and qualified beneficiaries are entitled to elect a temporary extension of the group health insurance coverage (called "continuation coverage") at group rates in certain instances where coverage under the plan would otherwise end. Some of these instances include, but are not limited to, voluntary or involuntary job loss, reduction in the hours worked, transition between jobs, death, divorce, and other life events. The employee must pay their entire premium plus up to an additional 2 percent of the cost for administration fees. Please contact the Director of Operations for more information on COBRA.

Time Off and Leave Policies

SCHOOL CALENDAR AND HOLIDAY LEAVE

Each year a staff School Calendar will be established by Capital Prep Harbor at the beginning of each year. Capital Prep Harbor has discretion with regard to the dates of attendance for staff. In general, Capital Prep Harbor will be closed on all legal holidays, as listed below, however the calendar days of observance are subject to change.

- New Year's Holiday
- Dr. Martin Luther King, Jr. Day

- President's Day
- Memorial Day (observed)
- Juneteenth
- Independence Day (observed)
- Labor Day (observed)
- Thanksgiving Holiday
- Christmas Holiday through New Year's Eve

PERSONAL AND SICK PAID TIME OFF

It is important that employees understand that excessive absences directly affect the educational environment. Therefore, it is the responsibility for all staff members to consider students' well-being before using sick and personal days. Capital Prep Harbor wants to promote a safe and healthy work environment, but excessive absences have an adverse effect on our students. Approval of time off will be at the sole discretion of School leadership and submission of a request does not guarantee approval. Approval decisions will be made taking into consideration multiple factors, including, but not limited to, the number of personal or sick days a staff member has remaining, the time of the school year, the impact of the absence on students, etc.

Staff earn .25 sick days and .17 personal days per semi-monthly pay period. Over the course of a twelve month period, staff accrue six (6) sick days and four (4) personal days. Sick leave may only be used for personal illness and personal days may be used for the enunciated reasons listed herein. When the sick bank is exhausted, all sick leave thereafter shall be unpaid; when personal leave is exhausted, all personal time thereafter shall be unpaid. If an employee exhausts the full year's leave in either bank, the employee must be approved for unpaid leave by the Principal, in his/her sole discretion, unless required otherwise by law. Leave banks shall be available July 1 or upon hire but shall be pro-rated for new hires and for any employee who departs during the year.

Sick and personal time off is to be used in accordance with the following provisions:

- All sick and personal days are accrued at the rate of .25 days and .17 days per pay period, respectively. Time may be taken in half day increments.
- Employees must submit a written request to use personal days at least two (2) weeks in advance.
- Notice of absence from work due to illness (sick time) should be requested via a phone call to the School Principal by 9:00 P.M. the evening before absence, or between 5:00 and 6:00 A.M. on the day of illness.
- Sick time can also be requested in advance.
- Employees must provide notice of absence from work due to illness each day of their absence.
- If an employee is absent for three (3) or more consecutive days due to illness or injury, a physician's statement may be requested verifying the illness and its beginning and expected end dates. Doctor's notes may be requested at other times at the discretion of the Principal or Director of Operations.
- Misuse of personal and sick time off is cause for termination of employment. Excessive tardiness, absenteeism, or any unauthorized absence may result in disciplinary action, up to and including termination of employment.
- No staff members will be compensated for unused sick days.

- Unused personal or sick days will not be rolled over year over year.

School Breaks - Generally, instructional staff are not expected to appear for work during school breaks unless requested to do so for Professional Learning or to perform specific tasks.

BLACKOUT DAYS

All sick and personal time is subject to approval by the Director of Operations and will not be approved during what Capital Prep Harbor considers black out days. No requests for time off will be approved during these times. Exceptions may be made for uncontrollable circumstances. The Principal and Director of Operations will determine what will be approved with regards to exceptions. The blackout days are as follows:

- The last scheduled day before a school holiday and/or the first scheduled day after a school holiday
- The first and last month of the school calendar are considered Blackout Dates. No requests for time off will be approved during these times
- All Professional Development Days
- MAP Assessment Days
- CT State Assessment Days
- All additional blackout days will be marked on the staff yearly calendar and can be subject to change at any time by the Principal.

In addition, no more than two staff members at each school building should be out at any time.

EXPECTATIONS FOR LEAVING EMPLOYMENT/RESIGNATION

Because the staff's work at Capital Prep Harbor is so highly valued and critical to the success of the school, if an employee chooses to terminate employment, we ask that it be handled in an appropriate manner in order to alleviate additional stress placed on the School.

We respectfully request that the following periods of notice by employees prior to separating employment; provided, however, this does not create an employment contract or guarantee employment for any length of time.

- Instructional staff who wish to resign during the school year are requested to provide two (2) months' prior written notice to the Principal.
- Each year, staff will be asked to complete an *Intent to Return* form to notify the School of their intentions for the next school year. Notwithstanding the foregoing, instructional staff are asked to inform the Principal no later than two (2) months before the last day of school for students if they are not planning to return for the following school year.
- The Principal and Director of Operations are asked that he or she inform the Board no later than two (2) months before the last day of school for students if he or she is not planning to return for the following school year.
- An employee who does not work directly with students is requested to give four (4) weeks' prior written notice to the Director of Operations.

It will be in the School's discretion whether and when parents, students, and outside community members are told about an employee's departure. Employees should not inform parents,

students, and/or outside community members about an employee's departure unless they have permission from school leadership.

JURY AND WITNESS DUTY

Employees will be granted jury duty leave when summoned for jury duty. Capital Prep Harbor may ask employees to request an excuse from jury duty if the employee's absence would create serious operational difficulties.

- Employees must report anticipated jury duty to the Director of Operations immediately upon receipt of the summons.
- Capital Prep Harbor will continue to pay full-time employees for time missed while on jury duty.
- Employees will continue to earn all benefits and paid time-off, if applicable, during jury duty leave.
- Employees are required to report to work whenever the court schedule permits.
- Upon completion of jury duty service, employees must provide a copy of the "Completion of Jury Duty" notice to the Director of Operations for inclusion in the employee's personnel file.

VOTING LEAVE

Employees who do not have sufficient time outside of their working hours to vote may be granted time off from work to vote, including up to two hours of paid time off. If an employee needs time off to vote, he/she must request voting leave from his/her supervisor between two (2) and ten (10) days before the election. Retaliation against an employee who requests leave under this policy is strictly prohibited.

MILITARY DUTY

If an employee is called for military service or intends to participate in training, he/she should notify the Principal immediately so that work schedules may be adjusted and accordingly. An employee may be required to submit a copy of orders and/or proof of service to the Director of Operations. Capital Prep Harbor complies with the Uniformed Services Employment and Reemployment Rights Act of 1994 (USERRA) and all other applicable laws regarding military leave. A military leave of absence will be granted to all employees, excluding temporary employees, who are absent from work because of service in the U.S. uniformed services in accordance with USERRA. Advance notice of military service is required, unless military necessity prevents such notice or it is otherwise impossible. Unless informed otherwise, the military leave will be unpaid. However, employees may use any accrued paid time off for the absence.

Continuation of health insurance benefits at the employee's expense is available as required by USERRA, based on the length of the leave and subject to the terms, conditions, and limitations of applicable plans for which the employee is eligible. Benefit accruals, such as sick days, will be suspended during the military leave and will resume upon the employee's return to active employment with Capital Prep Harbor.

Employees who return to work after an absence for military service are eligible for reemployment in accordance with applicable law, provided that they seek reemployment within

the required time limits. Upon their return employees will be treated as though they were continuously employed for the purpose of determining any benefits based on length of service.

BEREAVEMENT LEAVE

Bereavement leave is granted only as follows:

- If a regular full-time employee suffers the loss of an immediate family member, he or she is entitled to bereavement pay for up to three (3) days. For purposes of this policy, “immediate family member” means a spouse, domestic partner, parent, child, sibling, grandparent, or any other relative permanently residing with the employee.
- Employees must notify the Director of Operations, explaining the reason for and expected length of absence.
- Employees may be granted time without pay for additional bereavement leave.
- Employees may use earned unused personal days for \ bereavement leave. Approval of this additional time is at the discretion of the Principal or Director of Operations.

FAMILY AND MEDICAL LEAVE

The Family and Medical Leave Act (FMLA) is required for employers with 50 or more employees.

COVERAGE

FMLA entitles employees with twelve months or more of service and 1,250 hours of work to receive up to twelve weeks of unpaid leave for: (1) the birth and care of a newborn child; (2) the adoption of a child or the placement of a child in foster care; (3) the care of an immediate family member with a serious health condition; (4) the employee’s own serious health condition; and up to twenty-six weeks of unpaid leave for (5) a qualifying exigency for military operations arising out of a spouse, child or parent’s Armed Forces active duty (including National Guard and Reserves) or call to active duty; or (6) the care of a spouse, child, parent or next of kin who is an Armed Forces member, or a veteran who was a member of the Armed Forces (including the National Guard or Reserves) at any point in time within five years preceding the date on which the veteran undergoes medical treatment, recuperation or therapy, with a serious injury or illness incurred in the line of duty while on active duty that may render the individual medically unfit to perform his or her military duties or that existed before the beginning of the member’s active duty and was aggravated by service in the line of duty (for veterans, the injury or illness may manifest itself before or after the member became a veteran).

SCOPE

This policy is applicable to all requests for family and medical leaves of absence that would be covered by FMLA.

ELIGIBILITY

To be eligible for FMLA leave and benefits, an employee: (1) must have worked for the School for at least twelve months (which need not be consecutive) prior to the date on which his or her leave is to begin; and (2) must have worked at least 1,250 hours during the previous twelve months preceding the leave. The determination of whether an employee has worked 1,250 hours in the past 12 months must be made as of the date that the FMLA leave is to start, not the

date when the leave is requested.

LEAVE ENTITLEMENT

Eligible employees may request FMLA leave for one or more of the following reasons: (i) the birth and care of a newborn child or the adoption of a child or the placement of a child in foster care and to care for the newly placed child (“Parental Leave”); (ii) to care for an immediate family member (spouse, child or parent) with a serious health condition (“Family Care Leave”); (iii) the employee’s own serious health condition (“Serious Health Condition Leave”); (iv) a “qualifying exigency” for military operations arising out of a spouse, child or parents Armed Forces active duty (including the National Guard and Reserves) or call to active duty as required by law (“Military Exigency Leave”); or (v) to care for a spouse, child, parent or next of kin (nearest blood relative of an individual) who is an Armed Forces member or a veteran who was a member of the Armed Forces (including the National Guard or Reserves) at any point in time within five years preceding the date on which the veteran undergoes medical treatment, recuperation or therapy, with a serious injury or illness incurred in the line of duty while on active duty that may render the individual medically unfit to perform his or her military duties or that existed before the beginning of the member’s active duty and was aggravated by service in the line of duty (for veterans, the injury or illness may manifest itself before or after the member became a veteran) (“Military Caregiver Leave”).

Unless otherwise required by law, a “qualifying exigency” under Military Exigency Leave will be defined by the School on a case-by-case basis. The types of situations that will qualify for this type of leave include, but are not limited to: making arrangements for childcare and school activities; making financial and legal arrangements to address the military member’s absence; addressing any issue that arises from the short-notice deployment of a military member; attending counseling relating to the active duty of the military member; attending to farewell or arrival arrangements for the military member; spending time with a military member who is on short-term, temporary rest and rehabilitation leave during the period of deployment; attending any official ceremony, program or event sponsored by the military; and attending family support and assistance programs.

For purposes of this policy, “serious health condition” is an illness, injury, impairment or physical or mental condition that involves:

- Any period of incapacity or treatment in connection with or consequent to inpatient care (e.g., an overnight stay) in a hospital, hospice or residential medical care facility;
- Any period of incapacity requiring absence from work, school or other regular daily activities of more than three consecutive calendar days that also involves: (1) two visits to a healthcare provider; or (2) treatment by a healthcare provider with at least one visit that results in a regimen of continuing treatment. The two (2) visits to a healthcare provider must occur within 30 days of the start of the period of incapacity and the first visit in either the “two visit” situation or the “regimen of continuing treatment” situation must occur within seven days of the start of the period of incapacity.
- Continuing treatment by a healthcare provider for a chronic serious health condition that requires periodic visits (at least twice a year) for treatment by a healthcare provider, continues over an extended period of time and may cause episodes of incapacity;
- Any period of incapacity due to pregnancy or prenatal care; or

- Any period of permanent long-term incapacity due to a condition for which treatment may not be effective and requiring the continuing supervision of a healthcare provider.

LENGTH OF FMLA LEAVE

An eligible employee may take up to a maximum of twelve workweeks of unpaid leave in a “rolling” twelve-month period measured backward from the date that the employee’s FMLA leave begins, when the leave is taken for: (1) Parental Leave; (2) Family Care Leave; (3) Serious Health Condition Leave; and/or (4) Military Exigency Leave.

In the event that both spouses are employed by the School, their rights under this policy will be limited to a combined leave totaling twelve weeks in any twelve-month period if the leave is taken for the birth and care of a newborn child, the adoption of a child or the placement of a child in foster care. FMLA leaves for the birth, adoption or foster care placement of a child must be concluded within twelve months of the birth, adoption or placement.

The maximum amount of FMLA leave available for an employee who needs to take Military Caregiver Leave will be a combined leave total of twenty-six work weeks in a single twelve-month period. A “single twelve-month period” begins on the date of the employee’s first use of such leave and ends twelve months after that date.

RESTORATION OF POSITION AND BENEFITS

While on leave, medical and dental and life insurance coverage will continue as long as the employee pays his/her portion of the employee premium. Arrangements for these payments should be made prior to going on leave. Failure to report to work after such leave will result in the employee’s obligation to reimburse the School for all medical insurance premium expenses incurred by the School during such leave, unless the employee is unable to return to work as a result of his or her health condition or other circumstance beyond his or her control. An employee on family or medical leave is not entitled to the accrual of seniority or sick days, vacation, or holidays during the period of leave except expressly stated herein, or as otherwise provided by law.

At the conclusion of an employee’s medical or family leave, the employee will be returned to the position that he/she held prior to taking the leave, subject to the terms, limitations and exceptions provided by law. If the position is not available, the employee will be placed in a position that is equivalent in pay, conditions, and other terms of employment to the employee’s prior position, subject to the terms, limitations and exceptions provided by law.

ADDITIONAL POLICIES REGARDING PARENTAL LEAVE

Please note additional information and qualifications regarding Capital Prep Harbor’s policies with respect to Parental Leave in alignment with FMLA:

- Prior to the birth of his or her child, an employee may use unused personal days. Employees may also take an additional week of leave without pay.
- Employees are required to apply any unused sick or personal days toward any parental leave taken. The use of such leave time shall be counted against the employee’s

parental leave entitlement and will not extend the maximum amount of leave time the employee can take.

- Upon the birth or adoption of a child, eligible employees are eligible for a maximum of twelve (12) weeks of leave. Parental Leave is integrated with, not in addition to, time off due to the Family and Medical Leave Act Policy as further described in this handbook.
- Primary caregiver employees are eligible to take up to six (6) weeks of paid leave. Non-primary caregiver (~~paternity leave~~) employees are eligible to take one (1) week of leave with pay. Primary caregiver is defined as the person who has primary responsibility for the care of a child immediately following a birth or adoption.
- All Parental Leave must be taken within three (3) months of the birth or placement of the child and must be taken uninterrupted.
- In the case of adoption, the paid leave may be taken as final placement preparations are made (e.g., for travel to the adoption site) and/or within three (3) months after the placement of the child for adoption.
- School breaks are included in the leave.
- To the extent required by law, some extensions to the Parental Leave policy may be granted when the leave is necessitated by disability as defined by the Americans with Disability Act and/or applicable state or federal law.

VICTIM OF FAMILY VIOLENCE ACT

An employee who is a victim of domestic violence may receive up to twelve (12) days of unpaid leave during any calendar year in which such leave is reasonably necessary (1) to seek medical care or psychological or other counseling for physical or psychological injury or disability for the victim, (2) to obtain services from a victim services organization on behalf of the victim, (3) to relocate due to such family violence, or (4) to participate in any civil or criminal proceeding related to or resulting from such family violence. Leave under this policy shall not affect any other leave provided under state or federal law.

If the employee's need for leave under this policy is foreseeable, they must notify the Capital Prep Harbor at least seven days prior to the date such leave is to begin.

If the employee's need for leave is not foreseeable, they must give the Capital Prep notice as soon as is practicable.

An employee who takes leave under this policy shall provide the Capital Prep Harbor with a signed written statement certifying that the leave is for a purpose authorized by this policy. The statement may be a police or court record related to the family violence or a signed written statement that the employee is a victim of family violence from an employee or agent of a victim services organization, an attorney, an employee of the Judicial Branch's Office of Victim Services or the Office of the Victim Advocate, or a licensed medical professional or other licensed professional from whom the employee has sought assistance with respect to the family violence.

Capital Prep Harbor will keep all information provided by an employee concerning leave under this policy confidential, including the employee's request and approval for leave, the fact that the employee or employee's family member was involved in a domestic incident, and verification documentation for leave. The Capital Prep will only disclose such information if requested or consented to by the employee, ordered by a court or administrative agency, or otherwise required

by state or federal law.

LEAVE TO APPEAR AS A VICTIM OR WITNESS IN A CRIMINAL PROCEEDING

We encourage crime victims, including victims of domestic violence, and witnesses to appear for and participate in criminal proceedings and police investigations. Capital Prep will comply with all applicable federal, state and local laws regarding leave to appear as a victim or witness in conjunction with a criminal proceeding. All requests for such leave will be treated confidentially on a need-to-know basis. Capital Prep Harbor will not discriminate or retaliate against employees who take leave under this policy.

When possible, the employee must provide a copy of the written notice of the proceeding to Capital Prep Harbor. All requests for such leave will be treated confidentially on a need-to-know basis. Capital Prep Harbor will not discriminate or retaliate against employees who take leave under this policy.

UNAUTHORIZED ABSENCES

An employee is deemed to be on unauthorized leave at such time, and on such occasions, as the employee may absent himself or herself from required duties. This would cover nonperformance, unauthorized use of sick leave, unauthorized use of other leave benefits, nonattendance at required meetings and failure to perform supervisory functions at School-sponsored activities. Any employee who fails to report to work without notification to their supervisor for a period of three (3) days or more will be considered to have voluntarily terminated his or her employment relationship with the School. Further, failure to appear for work after receipt of notice that any additional leave is without authorization may be deemed a resignation from employment.

Operational Policies and Procedures

AMERICANS WITH DISABILITIES ACT

The Americans with Disabilities Act (<http://www.ada.gov/pubs/ada.htm>) provides civil rights protection to individuals with disabilities similar to those provided to individuals on the basis of race, color, sex, national origin, age, and religion. It guarantees equal opportunity for individuals with disabilities in public accommodations, employment, transportation, State and local government services, and telecommunications.

Subject to applicable law, Capital Prep Harbor will comply with the requirement to provide a reasonable accommodation(s) to any qualified employee or applicant with a known disability, where his or her disability affects the performance of his or her essential job functions, except where doing so would be unduly disruptive or would result in undue hardship.

Individuals who believe they need an accommodation to perform the essential functions of their jobs should submit a written request to the Director of Operations with appropriate medical documentation to support their request, describing the activities that can and cannot be performed. Consideration of a request for an accommodation may be delayed or denied if the appropriate documentation is not provided in a timely manner. Employees requesting an accommodation may be required to provide medical certification from the employee's health care provider that includes: (1) identification of the health care provider; (2) the health care

provider's diagnosis of the disabling condition; (3) specific limitations and/or suggested restrictions and their relation to the disability; and (4) suggested accommodations.

PREGNANCY ACCOMMODATION

Capital Prep Harbor will provide reasonable accommodations to female employees related to pregnancy, childbirth, or related medical conditions, to the extent the accommodation can be made without imposing an undue hardship on the School.

When a pregnant employee requests a reasonable accommodation, Capital Prep Harbor will explore with the employee the possible means of providing the reasonable accommodation, which may include, but are not limited to:

- allowing more frequent breaks or periodic rest;
- assisting with manual labor;
- modifying job duties;
- modifying work hours/schedules;
- temporary transfer to a less strenuous or less hazardous position if one is available for which the employee is qualified;
- providing a leave of absence.

Capital Prep Harbor may require the employee to provide a medical certification in connection with a request for a reasonable accommodation that includes the following:

- the date the reasonable accommodation became medically necessary;
- the probable duration of the reasonable accommodation; and
- an explanatory statement as to the medical necessity of the reasonable accommodation.

If leave is provided as a reasonable accommodation, such leave will run concurrently with any other leave available.

LACTATION BREAKS

Capital Prep Harbor allows nursing mothers to take reasonable breaks to pump breast milk during work hours. Capital Prep Harbor requires that an employee intending to pump upon returning to work notify her supervisor at least a week in advance of her return so that Capital Prep Harbor can make arrangements for a suitable space for the employee as well as for coverage, if needed. Capital Prep Harbor will designate a private space for the employee to pump, as close as practicable to the employee's work area that allows access to an electrical outlet and is shielded from view and free from intrusion in order to express breast milk. Such space shall be near a refrigerator or an employee-provided portable cold storage device where an employee can store expressed breast milk.

Capital Prep Harbor prohibits discrimination or retaliation of any kind against an employee who chooses to pump breast milk in the workplace. If an employee is denied break time to pump or believes she is being discriminated or retaliated against for pumping, the employee should immediately report her concerns to the Director of Human Resources and Talent or the COO.

CORPORAL PUNISHMENT

Staff members of Capital Prep Harbor should not touch students, unless safety intervention is necessary to protect a child's physical well-being, or the well-being of another person. In the

event of a classroom emergency in which a child needs to be physically restrained staff members should notify the Principal or designee to the extent possible.

Corporal punishment is prohibited by Capital Prep Harbor. Corporal punishment may result in serious disciplinary consequences, including immediate termination. Prohibited actions include: taking away a child's chair and requiring him or her to stand; requiring a child to sit with his or her face to the wall; requiring a child to perform a repetitive physical task such as writing the same phrase over and over; and requiring a child to affix something to her body as a symbol of bad behavior, such as tape over the mouth. Any employee who becomes aware of an incident of corporal punishment must report that incident immediately to the Principal.

In accordance with Connecticut law, staff members may only use reasonable force to (i) protect themselves or others from immediate physical injury, (ii) obtain possession of a dangerous instrument or controlled substance, (iii) protect property from physical damage or (iv) restrain a minor student or remove a minor student to another area to maintain order.

EMERGENCY/WEATHER CLOSINGS

Capital Prep Harbor may be closed due to inclement weather or other situations. For weather related closings, the School will follow the City of Bridgeport's school closing schedule. Any additional closures or modifications of the regular schedule shall be communicated through School Administration

At the discretion of the Principal, any classroom days lost to closure due to inclement weather or other reasons may be made up by adding an equal number of days to the end of the School year.

EVALUATIONS

Capital Prep Harbor believes that feedback is critical for all staff members' success and that this feedback should occur on an ongoing basis. In addition to regular check-ins and feedback, formal observations will happen at least annually for every staff member.

MANDATED REPORTING/PROCEDURES FOR REPORTING CHILD ABUSE

Pursuant to Connecticut law, school administrators, Illuminators (including substitutes), coaches, guidance counselors, social workers, psychologists, nurses, physicians, ~~and~~ paraprofessionals and any other person who, in performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school are mandated reporters, and as such, are required to report or cause a report to be made when, in the ordinary course of their employment or profession, they have reasonable cause to suspect or believe that a child under the age of 18 has been abused, neglected or is placed in imminent risk of serious harm.

Connecticut General Statutes §46b-120 provides that child abuse occurs where a child has had physical injury inflicted upon him or her other than by accidental means, has injuries at variance with history given of them, or is in a condition resulting in maltreatment, such as, but not limited to, malnutrition, sexual molestation or exploitation, deprivation of necessities, emotional maltreatment or cruel punishment. Child neglect occurs where a child has been abandoned, is being denied proper care and attention physically, emotionally, or morally, or is being permitted to live under conditions, circumstances or associations injurious to his well-being, or is abused.

When an employee who is a statutory mandated reporter and who, in the ordinary course of the person's employment, has reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm, the following steps shall be taken:

1. The employee shall make an oral report as soon as practicable, but not later than twelve (12) hours after having reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm. Such oral report shall be made by telephone or in person to the Commissioner of Children and Families or the local law enforcement agency. The Department of Children and Families (DCF) has established a 24 hour Child Abuse and Neglect Hotline at 1-800-842-2288 for the purpose of making such oral reports.
2. The employee shall also make an oral report as soon as practicable to the Principal. If the Principal is the alleged perpetrator of the abuse/neglect then the employee shall notify the Superintendent of Schools directly.
3. In cases involving suspected or believed abuse or neglect by a school employee, the Principal shall immediately notify the child's parent or guardian that such a report has been made.
4. Not later than forty-eight (48) hours after making an oral report, the employee shall submit a written report to the Commissioner of Children and Families or the Commissioner's designee containing all of the required information. The written report should be submitted on the DCF-136 form or any other form designated for that purpose.
5. The employee shall immediately submit a copy of the written report to the Principal.
6. If the report concerns suspected abuse or neglect by a school employee holding a certificate, authorization or permit issued by the State Department of Education, the Commissioner of Children and Families (or his/her designee) shall submit a copy of the written report to the Commissioner of Education (or his/her designee).

When an employee who is not a statutory mandated reporter and who, in the ordinary course of the person's employment or profession, has reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm, the following steps shall be taken:

1. The employee shall make an oral report as soon as practicable, but not later than twelve (12) hours after the employee has reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm. Such oral report shall be made by telephone or in person to the Principal, followed by an immediate written report to the Principal.
2. If the Principal determines that there is reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm, he/she shall cause reports to be made in accordance with the procedures set forth for statutory mandated reporters.

Nothing in this policy shall be construed to preclude an employee reporting suspected child abuse and/or neglect from reporting the same directly to the Commissioner of Children and Families.

When making a report, a mandated reporter is required to provide the following information, if known:

- names and addresses of the child and his parents or other person responsible for his care;
- age of the child;
- gender of the child;
- nature and extent of the child's injury or injuries, maltreatment or neglect;
- approximate date and time the injury or injuries, maltreatment or neglect occurred;
- information concerning any previous injury or injuries to, or maltreatment or neglect of, the child or his siblings;
- circumstances in which the injury or injuries, maltreatment or neglect came to be known to the reporter;
- name of the person or persons suspected to be responsible for causing such injury or injuries, maltreatment or neglect;
- reasons such person or persons are suspected of causing such injury or injuries, maltreatment or neglect;
- any information concerning any prior cases in which such person or persons have been suspected of causing an injury, maltreatment or neglect of a child; and
- whatever action, if any, was taken to treat, provide shelter or otherwise assist the child.

When a child is suspected of being abused, neglected or placed at imminent risk of serious harm by a member of a staff member of Capital Prep Harbor, the Principal shall notify the child's parent or other person responsible for the child's care that a report has been made. The employee suspected of harming a student shall be suspended immediately. The suspension shall be with pay and will not diminish or terminate the employee's benefits. The suspension must remain in effect until the Board of Directors takes action after investigation, which shall be led by DCF.

The Board of Directors, with the assistance of the Principal and the Superintendent of Schools, shall thoroughly investigate reports of suspected abuse and neglect if/when such report involves an employee of Capital Prep Harbor or other individual under the control of the Board, provided such investigation does not impede an investigation by the Department of Children and Families ("DCF"). In all other cases, DCF shall be responsible for conducting the investigation with the cooperation and collaboration of the Board, as appropriate. When the Board is conducting an investigation involving suspected abuse or neglect by an employee or other individual under the control of the Board, the Board's investigation shall include an opportunity for the individual suspected of abuse or neglect to be heard with respect to the allegations contained within the report. Regardless of the outcome of any investigation by the Commissioner of Children and Families and/or the police, the Principal and/or the Board, as appropriate, may take disciplinary

action, up to and including termination of employment, in accordance with the provisions of any applicable statute, if the Board's investigation produces evidence that a child has been abused or neglected by a school employee.

Any employee who fails to comply with the requirements of this policy shall be subject to discipline, up to and including termination of employment. Capital Prep Harbor expressly prohibits retaliation against individuals reporting child abuse or neglect and shall not discharge or in any manner discriminate or retaliate against any employee who, in good faith makes, or in good faith does not make, a report pursuant to this policy, or testifies or is about to testify in any proceeding involving abuse or neglect.

Capital Prep Harbor also prohibits any employee from hindering or preventing or attempting to hinder or prevent any employee from making a report pursuant to this policy or state law concerning suspected child abuse or neglect or testifying in any proceeding involving child abuse or neglect.

All new school employees, as defined above, shall be required to complete an educational training program for the accurate and prompt identification and reporting of child abuse and neglect. Such training program shall be developed and approved by the Commissioner of Children and Families. All school employees, as defined above, shall retake a refresher training course developed and approved by the Commissioner of Children and Families at least once every three (3) years.

REIMBURSEMENT POLICY

In general, reimbursable expenses should be limited to travel expenses, either out-of-town or approved travel between school sites. All reimbursable expenses must be approved in writing by the staff member's direct supervisor and the school director of operations.

Capital Prep will reimburse staff members for approved out-of-town travel for professional purposes. Prior written approval should be received for overnight travel, for air or train travel, and for participation in seminars or other business events. Staff members should make every effort to find the lowest reasonable lodging and will be reimbursed up to the federal per diem rates for lodging. The rates are specific to the city of destination and can be found at www.gsa.gov. Daily meal allowances are as follows:

- \$10 for breakfast
- \$15 for lunch
- \$25 for dinner.

These allowances provide guidance for overall travel expenses; however, receipts must still be submitted in order to receive reimbursements for any expenses. Reimbursement for authorized travel in one's own automobile will be at the current IRS mileage rates. Note that this rate includes the cost of gasoline, but does not include tolls or parking, which can be reimbursed separately. Capital Prep does not reimburse staff members for automobile trips of less than 50 roundtrip miles. Air travel should be by coach-class only at the lowest reasonable rates.

Please note that Capital Prep is exempt from state and federal tax, and therefore the staff member should strive to have vendors recognize our tax exempt status whenever possible. Staff members can obtain a copy of the Tax Exempt Certificate from the director of operations.

STUDENT INJURY POLICY

If a student gets injured while at school it is the responsibility of the staff member(s) who witnessed the incident to report it to the Principal. It is also the responsibility of the staff member(s) to log it in Illuminate within 24 hours of any incident. All staff witnesses are expected to log information in Illuminate regarding each incident.

STUDENT MEDICINE POLICY

A parent or guardian requesting that medication be administered to their child during the school day must submit a request in writing to the school. Medicine shall be stored in a cabinet, closet, or drawer with access only by the nurse. Only the nurse medications except in emergencies, in which case staff trained in administering such medicines shall be permitted to treat a student. Other staff members of Capital Prep Harbor are not permitted to administer any form of medicine to students.

Acknowledgement of Receipt

I have received a copy of the School’s personnel handbook and understand that I am responsible for becoming familiar with the policies described in it. I understand that the information contained in them represents School leadership’s guidelines only, which may be modified from time to time. I understand that neither the handbook’s policies nor any representations made by a leadership representative, at the time of hire or subsequently, are to be interpreted as a contract between the School and any of its employees. I further understand that my employment is voluntarily entered into, that I am free to resign at any time and that the School may terminate the employment relationship whenever it determines that it is in its best interest to do so.

ACKNOWLEDGEMENT OF POLICIES AND PROCEDURES

(2022 Revision)

I have been informed about Capital Prep Harbor policies and procedures through the personnel handbook, and I understand that I have the responsibility to become familiar with all policies and procedures included in them.

Further, I have read and understand the provisions of the following School policies, procedures and guidelines, and agree that adherence to them and all others as a condition of continued employment by the School, including, but not limited to, the following policies and procedures:

- Background Check and Fingerprinting
- Conflict Resolution
- Conflict of Interest and Anti-Nepotism Policy (*Appendix A*)
- At Will Employment
- Equal Opportunity Employment
- Immigration Law Compliance
- Personnel Records and Files
- Sexual and other Unlawful Harassment
- Mandated Reporting/Procedures for Reporting Child Abuse

I understand that the procedures set forth in the personnel handbook are operational guidelines for the School and its employees, and may, from time to time, be changed as necessary to improve organizational efficiency. Any changes to the handbook will be sent electronically to staff. As such, these procedures shall not be construed as constituting a contract between you and the School. School staff is employed and serve at will.

Employee Signature: _____ Date: _____

Appendix A - Conflict of Interest and Anti-Nepotism Policy

The purpose of this Conflict of Interest and Nepotism Policy (the “Policy”) is to protect the interests of Capital Prep Harbor School, Inc. (the “School”) when it is contemplating entering into a transaction or arrangement that may benefit the private interests of a Director, Officer or employee of the School. Specifically, Connecticut General Statute § 10-66bb(d)(3) prohibits any Director, Officer or employee of the School from having a personal or financial interest in the assets, real or personal, of the School. Before entering into any transaction or arrangement that may benefit the private interests of a Director, Officer or employee of the School, including a transaction or arrangement involving nepotism or that would provide such Director, Officer or employee with a financial interest in the assets of the School, the Board of Directors of the School (the “Board”) shall determine whether the transaction or arrangement is prohibited under this Policy.

Article 1 **Conflicts of Interest**

Section 1. School Directors, Officers and employees, subject to certain limited exceptions, are generally prohibited from having a direct or indirect pecuniary or material benefit accrue from a contract with the School; provided, however, this restriction does not preclude the payment of lawful compensation and necessary expenses of such Director, Officer or employee in holding his or her position with the School, as applicable. A Director, Officer or employee will also be considered to have a pecuniary or material benefit in a contract if the School is party to a contract with (i) a Relative (except contracts of employment with such School), (ii) a firm, partnership or association of which he or she is a member or employee, (iii) a corporation of which he or she is an officer, director or employee or (iv) a corporation any stock of which is owned or controlled directly or indirectly by him or her.

Section 2. School Directors, Officers and employees are also restricted from engaging in any Related Party Transaction, which is not already expressly prohibited by Section 1 above, except as approved by the Board. In determining whether to approve a Related Party Transaction, the Board must determine if the transaction is fair, reasonable and in the best interests of the School at the time of such determination.

Section 3. No Director, Officer or employee shall directly or indirectly, solicit any gift, or accept or receive any gift having a value of seventy-five dollars (\$75.00) or more, whether in the form of money, service, loan, travel, entertainment, hospitality, thing or promise, or in any other form without prior approval of the Board.

Section 4. Employees of the School may not serve on the Board.

Section 5. Directors of the School may not serve as a director or trustee on any other charter school operating in the State of Connecticut or Capital Preparatory Schools Incorporated.

Article 2
Anti-Nepotism

Section 1. The Board shall not employ or accept application for hire from any employee if such employee is a member of the Board or a Relative of a member of the Board.

Section 2. No employee of the School may be the direct supervisor of or take any action which would affect the financial interests of his or her Relative. This may include decisions regarding appointment, award of a contract, promotion, demotion, disciplinary action, discharge, assignment, transfer, approval of time-off and approval of training or development opportunities, as well as conducting performance evaluations or participating in any other employment action.

Article 3
Disclosure and Voting

Any potential or actual conflict of interest, including nepotism, described in Articles 1 and 2 of this Policy must be promptly disclosed in good faith in writing to each member of the Board, together with all material facts known to such Director, Officer or employee in with respect to the actual or potential conflict of interest. All such potential or actual conflicts of interest shall be reviewed by the Board. Any Director, Officer or employee to whom the potential or actual conflict of interest relates shall leave the room while deliberations are conducted. If not prohibited by Articles 1 or 2 of this Policy, any actual or potential conflict of interest shall be approved by not less than a majority vote of the Board members present and voting at the meeting. No Director, Officer or employee shall vote, act, or attempt to influence improperly the deliberations, as applicable. Any attempt to vote, act, or improperly influence deliberations may be grounds for removal from the Board or termination of employment with the School.

Article 4
Disclosures

Prior to the initial election or appointment of a Director to the Board, and thereafter on an annual basis, all Directors shall disclose in writing to the Secretary of the School:

- (i) Any entity of which the Director is an officer, director, trustee, member, owner or employee;
- (ii) Any entity of which a Relative of the Director is an officer, director, trustee, member, owner or employee and with which the School has a relationship;
- (iii) Any Financial Interest the Director may have in any corporation, organization, partnership or other entity which provides professional or other goods or services to the School for a fee or other compensation; and
- (iv) Any position or other material relationship such Director may have with any not-for-profit corporation or any position or other material relationship held by a Relative of such Director, with which the School has a business relationship.

Each Director shall also annually sign and submit to the Board Secretary a statement which affirms such person: (a) has received a copy of this Policy, (b) has read and understands the Policy, and (c) has agreed to comply with the Policy.

Article 5 **Miscellaneous**

Section 1. In no instance shall a director, officer or employee of a charter management organization having a business relationship with the School serve as a member of the Board for the duration of such business relationship.

Section 2. Directors, Officers and employees shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board. If this occurs, such Director, Officer or employee shall disclose in writing all known facts prior to participating in a Board discussion of these matters and the Director, Officer, or employee's interest in the matter will be reflected in the Board minutes.

Section 3. Directors, Officers and employees shall make all appropriate disclosures whenever a grievance of conflict of interest is lodged against them.

Section 4. No Director, Officer or employee shall disclose confidential information acquired by him or her in the course of his or her official duties or use such information to further his or her personal interests.

Section 5. Directors, 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.

Article 7 **Definitions**

Capitalized terms used herein shall have the meanings ascribed to such terms below:

- (i) **Affiliate.** An affiliate of the School is a person or entity that is directly or indirectly through one or more intermediaries, controlled by, in control of, or under common control with the School.
- (ii) **Director.** Any voting or non-voting member of the governing council/board of the School.
- (iii) **Financial Interest.** A person has a Financial Interest if such person would receive an economic benefit, directly or indirectly, from any transaction, agreement, compensation agreement, including direct or indirect remuneration as well as gifts or favors that are not insubstantial or other arrangements involving the School.
- (iv) **Officer.** A person who has the authority to bind the School as designated in the By-Laws of the School.

- (v) **Related Party**. Persons who may be considered a Related Party of the School or an Affiliate of the School under this Policy include:
- a. Directors, Officers, or employees of the School or an Affiliate of the School;
 - b. Relatives of Directors, Officers, or employees;
 - c. a trust or estate of which a person specified in subparagraph (a) or (b) of this definition is a substantial beneficiary;
 - d. an entity, other than the corporation or an entity controlled by the School, controlled by the Director, Officer or employee or any person specified in subparagraphs (a) to (c), inclusive;
 - e. a domestic or foreign (i) business or nonprofit corporation, other than the School or an entity controlled by the School, of which the Director, Officer or employee is a director, (ii) unincorporated entity of which the Director, Officer or employee is a general partner or a member of the governing body, or (iii) individual, trust or estate for whom or of which the Director, Officer or employee is a trustee, guardian, personal representative or like fiduciary; or
 - f. a person that is, or an entity that is controlled by, an employer of the Director, Officer or employee.
- (vi) **Related Party Transaction**. Any transaction, agreement or any other arrangement with the School or an Affiliate of the School in which a Related Party has a Financial Interest.
- (vii) **Relative**. A parent, child, grandparent, grandchild, brother, half-brother, sister, half-sister, uncle, aunt, nephew, niece, first cousin, husband, wife, stepparent, stepchild, father-in-law, mother-in-law, sister-in-law, brother-in-law, daughter-in-law, son-in-law, guardianship relationships, or partner in a civil union or same-sex marriage.



Middletown Pre-Opening Budget Statement

SDE Object Code	(FY 0)		Comments/Notes
	FTE	Budget	
REVENUE			
4108 Federal Grants - Charter Sch Plan/Expan		\$ 900,000	Est \$1.25M based on history of awards (Harlem/Bx) - \$900K pre-open/\$350K plan implem
4301 Contributions & Donations		400,000	Donations to support new school opening
TOTAL REVENUE		\$ 1,300,000	
EXPENDITURES			
Salaries & Benefits			
5001 Principals	111A	0.3 \$ 39,000	3 mos Principal
5003 Dir Operations and Business	112A	0.3 24,000	3 mos Director of Ops
5203 Facilities Staff	112B	0.3 21,000	3 mos Ops Facility Mgr
5253 Non-Instructional Stipends	112B	5,000	Stipend Food Svs Director - new school planning
5300 Payroll Taxes and Employee Benefits	200	- 19,933	3 mos. Medical, Dental, Vision, LTD, STD, Retirement
Subtotal Salaries & Benefits		0.9 \$ 108,933	
Non-Personnel Expenses			
Services & Activities			
6001 Accounting and Audit	330/331	\$ 4,300	\$1K Anybill,\$800QB, \$2.5 Acct/Audit
6002 Legal Services	330	15,000	establish and file non-profit, articles incorp, etc.
6005 Payroll Services	330	693	ADP Software
6010 Other Professional Services	330	48,900	prof consultants and architects
7003 Postage and Shipping	580	500	est based on school history
7302 Technology Services	330	70,000	build out internet, school connectivity
7201 Telephone and Fax	530	2,432	est based on school history
Subtotal Services and Activities		\$ 141,825	
Physical Plant & Facility Ops			
8101 Facility Lease and Rentals	400	\$ 300,000	est \$15 per sq ft rent x 60K sq feet ann, 3% rent escal per yr (1 mos rent + 3 mos security)
8102 Utilities	400	15,000	est \$3 per sq ft x 60K sq ft (1 mos)
8103 Repairs and Maintenance	400	3,900	est \$.78 per sq ft (1 mos)
1507 Building Leasehold Imp	400	300,000	New school build out - cabling, security, classrooms, paint
8104 Janitorial Services	400	18,000	\$.15 per sq ft per month x 60K sq ft - 1 month + deep clean for school readiness
8108 Alarm & Monitoring Service	400	1,200	\$1200 per month est (1 mos)
8109 Trash & Waste Services	400	600	\$600 per month est (1 mos)
Subtotal Physical Plant & Facility Ops		\$ 638,700	
Management, Marketing & Development			
7501 Job Postings and Career Fairs	590	\$ 4,400	Indeed & Job Fairs
7502 Student Recruitment and Marketing	590	3,800	\$40 pp
8001 General Liability, Umbrella and D&O	590	625	1 mos insurance coverage - pre-opening
Subtotal Management, Marketing & Development		\$ 8,825	
Supplies, Materials & Equipment			
7001 Office Supplies	612	\$ 1,000	est based on school history
7002 Printing and Copying	611/612	500	est based on school history
7103 Furniture	700	159,600	400 student desks/chairs, 32 office desks/chairs, 40 café tables
7303 Computer Equipment	700	200,000	400 CB's and 15 staff laptops
Subtotal Supplies, Materials & Equipment		\$ 361,100	
TOTAL EXPENDITURES		\$ 1,259,383	
NET REVENUE		\$ 40,617	



Middletown Projected Five Year Budget Statement

SDE Object Code	2024-25 (FY 1)		2025-26 (FY 2)		2026-27 (FY 3)		2027-28 (FY 4)		2028-29 (FY 5)		Comments/Notes	
	FTE	Budget	FTE	Budget	FTE	Budget	FTE	Budget	FTE	Budget		
REVENUE												
4001 Per Pupil General Education	380	\$ 4,467,280	525	\$ 6,171,900	620	\$ 7,434,420	830	\$ 9,952,530	910	\$ 11,129,300	\$11,756 est FY 24-25 pp (2% increase bi-annual)	
4002 Per Pupil Special Education	57	356,250	78	487,500	93	581,250	124	775,000	136	850,000	\$6250 per student - special education billing est	
4102 Title I		183,274		253,208		299,026		400,309		438,893	70% FRPL \$689 per student Title I	
4103 Title II A		21,546		29,768		35,154		47,061		51,597	70% FRPL \$81 per student Title II	
4104 Title V				10,000		10,000		10,000		10,000	Flat based on CT (Harbor) allocation	
4106 Federal E-Rate		51,000		71,400		85,680		118,238		130,062	Est E-Rate program reimb @ 70% FRPL	
4107 Federal Grants - NSLP/SBP		70,000		98,000		117,600		162,288		178,517	Est school breakfast/lunch program reimb @ 70% FRPL	
4108 Federal Grants - Charter Sch Plan/Expan		350,000		-		-		-		-	Est \$1.25M based on history of awards (Harlem/Bx) - \$900K pre-open/\$350K plan implem	
4301 Contributions & Donations		19,500		23,125		25,500		30,750		32,750	Fundraising \$25 per student + \$10K Board fundraising	
TOTAL REVENUE		\$ 5,518,850		\$ 7,144,900		\$ 8,588,630		\$ 11,496,176		\$ 12,821,119		
EXPENDITURES												
Salaries & Benefits												
5001 Superintendent & Asst Superintendent	111A	0.3	\$ 58,514	0.3	\$ 60,855	0.5	\$ 101,425	0.5	\$ 105,482	0.5	\$ 109,701	see draft roster
5001 Principals	111A	1.0	\$ 130,000	1.0	\$ 133,900	1.0	\$ 137,917	1.0	\$ 142,055	1.0	\$ 146,316	see draft roster
5002 Asst Principals and Deans	111A	1.0	110,000	1.0	113,300	2.0	236,699	2.0	243,800	2.0	251,114	see draft roster
5003 Dir Operations and Business	112A	1.0	80,000	1.0	82,400	1.0	84,872	1.0	87,418	1.0	90,041	see draft roster
5004 Office Administrative Support	112B	-	-	1.0	50,000	2.0	96,500	3.0	144,395	3.0	148,727	see draft roster
5101 Illuminators - Regular	111B	22.0	1,430,000	30.0	1,992,900	36.0	2,442,687	47.0	3,236,968	51.0	3,594,077	see draft roster
5102 Illuminators - Special Education	111B	3.0	210,000	4.0	286,300	5.0	364,889	7.0	515,836	9.0	671,311	see draft roster
5104 Illuminators - Junior	111B	-	-	-	-	-	-	4.0	160,000	4.0	164,800	see draft roster
5106 Classroom Aides and Paras	112A	-	-	-	-	-	-	3.0	114,000	3.0	117,420	see draft roster
5107 Social Workers, Counselors & Coordinators	112A	1.0	70,000	2.0	137,100	2.0	141,213	2.0	148,252	2.0	154,182	see draft roster
5112 ESL/TESOL	111B	0.5	35,000	1.0	70,000	1.0	72,100	2.0	144,984	2.0	149,334	see draft roster
5251 Instructional Stipends	111B	-	-	-	30,000	-	36,000	-	49,000	-	54,000	see draft roster
5203 Facilities Staff	112B	0.3	21,000	0.5	36,050	1.0	72,100	1.0	74,263	1.0	76,491	see draft roster
5204 Food Services Staff	112B	1.0	62,367	1.0	86,404	1.0	88,625	1.0	92,170	1.0	95,389	see draft roster
5206 Other NIS	112B	-	-	-	-	-	-	1.0	70,000	1.0	72,100	see draft roster
5207 Athletic Directors and Coaches	112A	-	50,000	0.3	91,026	1.0	149,000	1.0	184,550	1.0	233,599	see draft roster
5208 Nurse	112A	1.0	62,000	1.0	64,480	1.0	66,414	1.0	69,071	1.0	71,834	see draft roster
5253 Non-Instructional Stipends	112B	-	-	-	5,000	-	5,000	-	5,000	-	5,000	see draft roster
5300 Payroll Taxes and Employee Benefits	200	-	633,874	-	835,193	-	1,020,223	-	1,415,330	-	1,565,590	Medical, Dental, Vision, LTD, STD, Retirement
Subtotal Salaries & Benefits		\$ 32.1	\$ 2,974,756	\$ 44.1	\$ 4,074,548	\$ 54.5	\$ 5,115,665	\$ 77.5	\$ 7,002,573	\$ 83.5	\$ 7,771,024	
Non-Personnel Expenses												
Services & Activities												
6001 Accounting and Audit	330/331		\$ 27,800		\$ 28,634		\$ 29,493		\$ 30,378		\$ 31,289	18K Audit, 4K 990 Filings, 5K Anybill, 800QB
6002 Legal Services	330		10,000		7,500		7,725		7,957		8,195	est based on school history
6005 Payroll Services	330		22,034		22,695		23,376		24,077		24,799	ADP Software & ACA
6009 Substitute Services	330		44,000		45,760		47,590		49,494		51,474	\$100/day x 10 days for 40 staff
6010 Other Professional Services	330		15,096		15,549		16,015		16,496		16,991	\$4,996 AdvEdge, \$10,100 SIS
6701 Field Trips	324		7,600		10,500		12,400		16,600		18,200	\$20 pp
6703 Graduations	323		1,000		5,000		5,000		10,000		10,000	est based on school history
6801 Food Services	323		100,000		140,000		168,000		231,840		250,387	est based on school history
6902 Uniforms	323		5,000		5,000		5,000		5,000		5,000	est based on school history
6904 Student Transportation	510		20,000		28,000		33,600		46,368		51,005	est based on school history
6905 Other Student Services	323		20,000		20,000		40,000		40,000		40,000	SAT Prep program, college tuition
6907 Athletic Supplies and Equipment	323		47,500		65,625		77,500		103,750		113,750	\$125 pp
7402 Instructional Staff	322		22,000		30,000		36,000		40,000		50,000	est based on school history
7003 Postage and Shipping	580		3,000		3,090		3,183		3,278		3,377	est based on school history
7302 Technology Services	330		52,788		72,210		87,980		113,710		126,160	est \$1660 per staff
7201 Telephone and Fax	530		9,728		10,117		10,522		10,943		11,380	est based on school history
7301 Internet	530		58,900		81,375		96,100		128,650		141,050	est \$155 pp
7306 Cable TV Services	530		2,000		2,080		2,163		2,250		2,340	est based on school history
7903 Dues and Memberships	530		13,300		18,375		21,700		29,050		31,850	\$35 pp
Subtotal Services and Activities			\$ 481,746		\$ 611,510		\$ 723,347		\$ 909,840		\$ 987,247	
Physical Plant & Facility Ops												
8101 Facility Lease and Rentals	400		\$ 900,000		\$ 927,000		\$ 954,810		\$ 983,454		\$ 1,012,958	est \$15 per sq ft rent x 60K sq feet ann, 3% rent escal per yr
8102 Utilities	400		180,000		190,800		202,248		214,383		227,248	est \$3 per sq ft x 60K sq ft
8103 Repairs and Maintenance	400		46,800		48,204		49,650		51,140		52,674	est \$.78 per sq ft
1507 Building Leasehold Imp	400		-		-		50,000		-		50,000	Paint and other misc. bldg improvements Yr 3, Yr 5
8104 Janitorial Services	400		108,000		111,240		114,577		118,015		121,555	\$ 15 per sq ft per month x 60K sq ft
8108 Alarm & Monitoring Service	400		14,400		14,832		15,277		15,735		16,207	\$1200 per month est + infl increase out years
8109 Trash & Waste Services	400		7,200		7,632		8,090		8,575		9,090	\$600 per month est + infl increase out years
8110 Custodial & Janitorial Supplies	400		21,000		22,260		23,596		25,011		26,512	0.35 per sq ft x 60K sq ft
Subtotal Physical Plant & Facility Ops			\$ 1,277,400		\$ 1,321,968		\$ 1,418,248		\$ 1,416,313		\$ 1,516,242	
Management, Marketing & Development												
6006 CPS Management Services	590		\$ 549,935		\$ 711,178		\$ 855,313		\$ 1,145,543		\$ 1,277,837	CMO fee based on CMO agreement
7501 Job Postings and Career Fairs	590		17,600		23,650		29,150		37,950		41,800	Indeed & Job Fairs
7502 Student Recruitment and Marketing	590		15,200		21,000		24,800		33,200		36,400	\$40 pp
8001 General Liability, Umbrella and D&O	590		25,000		26,500		28,090		29,775		31,562	6% annual esc
Subtotal Management, Marketing & Development			\$ 607,735		\$ 782,328		\$ 937,353		\$ 1,246,468		\$ 1,387,599	
Supplies, Materials & Equipment												
6201 Classroom Supplies and Materials	611		\$ 57,000		\$ 78,750		\$ 93,000		\$ 124,500		\$ 136,500	\$150 pp
6401 Textbooks and Workbooks	641		43,700		60,375		71,300		95,450		104,650	\$115 pp
6601 Student Testing and Assessments	611		5,700		7,875		9,300		12,450		13,650	\$15 pp
7001 Office Supplies	611/612		15,264		20,880		25,440		32,880		36,480	\$40 per month x staff
7002 Printing and Copying	611/612		10,000		10,300		10,609		10,927		11,255	est based on school history
7304 Instructional Software	611		20,000		20,600		21,218		21,855		22,510	est based on school history
7101 Leased Equipment	700		16,560		17,222		33,120		34,445		35,823	2 copiers yr 1 & 2, 4 copiers yr 3-5
7103 Furniture	700		-		44,100		39,900		88,200		33,600	\$420 pp student desks, chairs, staff desk chairs, café
7104 Equipment Repairs and Maintenance	700		5,000		5,150		6,180		6,427		6,684	est based on school history
7303 Computer Equipment	700		-		76,000		51,500		106,500		55,000	Yr 2; 145/12; Yr 3 95/9; Yr 4; 210/15; Yr 5; 100/10 - CB's and Staff Laptops per yr
Subtotal Supplies, Materials & Equipment			\$ 173,224		\$ 341,252		\$ 361,567		\$ 533,634		\$ 456,152	
TOTAL EXPENDITURES			\$ 5,514,861		\$ 7,131,606		\$ 8,556,180		\$ 11,108,828		\$ 12,118,264	
NET REVENUE			\$ 3,989		\$ 13,294		\$ 32,450		\$ 387,348		\$ 702,855	



Middletown Project Five Year Employee Roster and Salary Forecast

Job Title	Location	Grade	Subj	GL Code	FY24-25		FY 25-26		FY 26-27		FY 27-28		FY 28-29	
					FTE	\$	FTE	\$	FTE	\$	FTE	\$	FTE	\$
Asst Superintendent	Central	Admin	Admin	5001	0.3	58,514	0.3	60,855	0.5	101,425	0.5	105,482	0.5	109,701
Principal	School	Admin	Admin	5001	1.0	130,000	1.0	133,900	1.0	137,917	1.0	142,055	1.0	146,316
Dean	School	Admin	Admin	5002	1.0	110,000	1.0	113,300	1.0	116,699	1.0	120,200	1.0	123,806
Dean	School	Admin	Admin	5002					1.0	120,000	1.0	123,600	1.0	127,308
Director of Operations	Central	Admin	Admin	5003	1.0	80,000	1.0	82,400	1.0	84,872	1.0	87,418	1.0	90,041
Office Manager	School	Admin	Admin	5004			1.0	50,000	1.0	51,500	1.0	53,045	1.0	54,636
Office Clerk	School	Admin	Admin	5004					1.0	45,000	2.0	91,350	2.0	94,091
Illuminator	ES	K	Kindergarten	5101							4.0	260,000	4.0	267,800
Illuminator	ES	1	Grade 1	5101							4.0	260,000	4.0	267,800
Illuminator	ES	2	Grade 2	5101									4.0	260,000
Illuminator	MS	6	Math	5101	1.0	65,000	1.0	66,950	1.0	68,959	1.0	71,027	1.0	73,158
Illuminator	MS	6	Science	5101	1.0	65,000	1.0	66,950	1.0	68,959	1.0	71,027	1.0	73,158
Illuminator	MS	6	ELA	5101	1.0	65,000	1.0	66,950	1.0	68,959	1.0	71,027	1.0	73,158
Illuminator	MS	6	History/SS	5101	1.0	65,000	1.0	66,950	1.0	68,959	1.0	71,027	1.0	73,158
Illuminator	MS	6	Special - SJ or Topics Math	5120	1.0	65,000	1.0	66,950	1.0	68,959	1.0	71,027	1.0	73,158
Illuminator	MS	7	Math	5120	1.0	65,000	1.0	66,950	1.0	68,959	1.0	71,027	1.0	73,158
Illuminator	MS	7	Science	5101	1.0	65,000	1.0	66,950	1.0	68,959	1.0	71,027	1.0	73,158
Illuminator	MS	7	ELA	5101	1.0	65,000	1.0	66,950	1.0	68,959	1.0	71,027	1.0	73,158
Illuminator	MS	7	History/SS	5120			1.0	65,000	1.0	66,950	1.0	68,959	1.0	71,027
Illuminator	MS	7	Special - SJ or Topics Math	5101			1.0	65,000	1.0	66,950	1.0	68,959	1.0	71,027
Illuminator	MS	8	Math	5101					1.0	65,000	1.0	66,950	1.0	68,959
Illuminator	MS	8	Science	5101					1.0	65,000	1.0	66,950	1.0	68,959
Illuminator	MS	8	ELA	5101					1.0	65,000	1.0	66,950	1.0	68,959
Illuminator	MS	8	History/SS	5101	1.0	65,000	1.0	66,950	1.0	68,959	1.0	71,027	1.0	73,158
Illuminator	MS	8	Special - SJ or Topics Math	5101	1.0	65,000	1.0	66,950	1.0	68,959	1.0	71,027	1.0	73,158
Illuminator	HS	9	Math	5120	1.0	65,000	1.0	66,950	1.0	68,959	1.0	71,027	1.0	73,158
Illuminator	HS	9	Science	5120	1.0	65,000	1.0	66,950	1.0	68,959	1.0	71,027	1.0	73,158
Illuminator	HS	9	ELA	5101	1.0	65,000	1.0	66,950	1.0	68,959	1.0	71,027	1.0	73,158
Illuminator	HS	9	History/SS	5101	1.0	65,000	1.0	66,950	1.0	68,959	1.0	71,027	1.0	73,158
Illuminator	HS	9	Social Justice	5120	1.0	65,000	1.0	66,950	1.0	68,959	1.0	71,027	1.0	73,158
Illuminator	HS	9	Specials(Lang/Other)	5120	1.0	65,000	1.0	66,950	1.0	68,959	1.0	71,027	1.0	73,158
Illuminator	HS	10	Math	5120	1.0	65,000	1.0	66,950	1.0	68,959	1.0	71,027	1.0	73,158
Illuminator	HS	10	Science	5120	1.0	65,000	1.0	66,950	1.0	68,959	1.0	71,027	1.0	73,158
Illuminator	HS	10	ELA	5120	1.0	65,000	1.0	66,950	1.0	68,959	1.0	71,027	1.0	73,158
Illuminator	HS	10	History/SS	5101			1.0	65,000	1.0	66,950	1.0	68,959	1.0	71,027
Illuminator	HS	10	Social Justice	5101			1.0	65,000	1.0	66,950	1.0	68,959	1.0	71,027
Illuminator	HS	10	Specials(Lang/Other)	5101			1.0	65,000	1.0	66,950	1.0	68,959	1.0	71,027
Illuminator	HS	11	Math	5101					1.0	65,000	1.0	66,950	1.0	68,959
Illuminator	HS	11	Science	5101					1.0	65,000	1.0	66,950	1.0	68,959
Illuminator	HS	11	ELA	5101					1.0	65,000	1.0	66,950	1.0	68,959
Illuminator	HS	11	History/SS	5101	1.0	65,000	1.0	66,950	1.0	68,959	1.0	71,027	1.0	73,158
Illuminator	HS	11	Social Justice	5120	1.0	65,000	1.0	66,950	1.0	68,959	1.0	71,027	1.0	73,158
Illuminator	HS	11	Specials(Lang/Other)	5101	1.0	65,000	1.0	66,950	1.0	68,959	1.0	71,027	1.0	73,158
Illuminator	HS	12	Math	5120			1.0	65,000	1.0	66,950	1.0	68,959	1.0	71,027
Illuminator	HS	12	Science	5101			1.0	65,000	1.0	66,950	1.0	68,959	1.0	71,027
Illuminator	HS	12	ELA	5101			1.0	65,000	1.0	66,950	1.0	68,959	1.0	71,027
Illuminator	HS	12	History/SS	5101					1.0	67,000	1.0	69,010	1.0	71,027
Illuminator	HS	12	Social Justice	5120					1.0	67,000	1.0	69,010	1.0	71,027
Illuminator	HS	12	Specials(Lang/Other)	5101					1.0	67,000	1.0	69,010	1.0	71,027
Illuminator - Inclusion	School	SP	Incl	5102	3.0	210,000	4.0	286,300	5.0	364,889	7.0	515,836	9.0	671,311
Illuminator (ELL/Bilingual)	School	ESL	ELL/Bilingual	5112	0.5	35,000	1.0	70,000	1.0	72,100	2.0	144,984	2.0	149,334
Junior Illuminator	School	JL	JL	5104							4.0	160,000	4.0	164,800
Instructional Assistant	School	K	IA	5106							3.0	114,000	3.0	117,420
Social Worker	School	Pupil	SW	5107	1.0	70,000	1.0	72,100	1.0	74,263	1.0	76,624	1.0	81,769
College & Career Coordinator	School	Pupil	CCC	5109			1.0	65,000	1.0	66,950	1.0	69,628	1.0	72,413
Operations/Facilities Manager	Central	Facil	Facil	5203	0.3	21,000	0.5	36,050	1.0	72,100	1.0	74,263	1.0	76,491
Kitchen Manager	School	Food	FS	5204	1.0	42,000	1.0	43,680	1.0	44,990	1.0	46,790	1.0	48,194
Kitchen Assistant - PT	School	Food	FS	5204		20,367		21,182		21,817		22,690		23,598
Kitchen Assistant - PT	School	Food	FS	5204				21,182		21,817		22,690		23,598
Student Data Specialist	Central	Central	Other NIS	5206		-		-			1.0	70,000	1.0	72,100
Athletics & Activities Coordinator	Central	Pupil	Athl	5207	-	-	0.3	21,026	1.0	65,000	1.0	66,950	1.0	68,959
Coaching Stipends	School	Pupil	Athl	5207		50,000		70,000		84,000		117,600		164,640
Nurse	School	Nurs	Nurs	5208	1.0	62,000	1.0	64,480	1.0	66,414	1.0	69,071	1.0	71,834
Instructional Stipends	School	PD	Prof Dev	5251		22,000		30,000		36,000		49,000		54,000
Non-Instructional Stipends	School	PD	Prof Dev	5253				5,000		5,000		5,000		5,000
TOTALS					32.1	2,340,881.4	44.1	3,239,354.9	54.5	4,095,441.7	77.5	5,587,243.2	83.5	6,205,434.4



Middletown Enrollment Forecast

Grades K-12 Middletown 380 - 1150								
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
Kindergarten				80	80	80	80	80
Grade 1				80	80	80	80	80
Grade 2					80	80	80	80
Grade 3						80	80	80
Grade 4							80	80
Grade 5								80
Grade 6	90	90	90	90	90	90	90	90
Grade 7	45	90	90	90	90	90	90	90
Grade 8	45	45	90	90	90	90	90	90
Grade 9	100	100	100	100	100	100	100	100
Grade 10	45	100	100	100	100	100	100	100
Grade 11	45	50	100	100	100	100	100	100
Grade 12	10	50	50	100	100	100	100	100
Totals	380	525	620	830	910	990	1070	1150

Special Populations

Special Ed - 15%	57	79	93	125	137	149	161	173
EL/Bil Ed - 4%	15	21	25	33	36	40	43	46
FRPL - 70%	266	368	434	581	637	693	749	805



Capital Preparatory Schools

Fiscal Policies and Procedures Manual

**DRAFT - to be adopted by the Capital Preparatory Middletown
Charter School Board**



CAPITAL

PREPARATORY SCHOOLS

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INTRODUCTION

Purpose of Manual

Capital Preparatory Schools (“CPS”), Capital Prep Middletown School (“Middletown”), Capital Preparatory Harbor School (“Harbor”), and Capital Prep Charter Schools NY (“Harlem and Bronx”) are committed to developing and maintaining financial policies and procedures that ensure sound internal controls, fiscal responsibility, transparency and accountability in accordance with the generally accepted accounting principles (GAAP) practiced in the United States of America and the rules and regulations established by the Financial Accounting Standards Board (FASB). Together, CPS and the Schools shall be referred to as the “Organization” in the remainder of this document.

Fiscal policies and procedures are critical components of strong financial management systems. They are used to establish an organization’s internal controls and for ensuring compliance with regulatory standards promulgated by funders. Documenting an organization’s fiscal policies serves as an important tool for clarifying roles and responsibilities and for ultimately ensuring that an organization’s financial data is accurate and serves as a reliable basis for organizational decision making.

The policies and procedures outlined below will be part of the School’s system of internal controls designed to:

- Safeguard the assets of an organization
- Establish operating standards and promote operational efficiency
- Minimize waste, fraud and theft
- Ensure accurate accounting records
- Ensure compliance with federal, state, local and other legal or regulatory requirements.

Leadership and Management

Those with financial management duties include:

- Board(s) of Trustees
- Board Chairperson(s)
- Board Treasurer(s)
- CPS Network - Head of Schools (HOS)
- CPS Network - Chief of Staff (COS)
- CPS Network - Chief Financial Officer (CFO)
- CPS Network – Director of Finance/Controller
- CPS Network - Executive Director of Network Operations
- Superintendent of Schools
- Assistant Superintendent of School Leadership
- Principal(s)



- Director(s) of School Operations
- Office Manager(s)
- CPS and School Based - Finance Team(s)

The financial management team outlined above is accountable for the fiscal oversight of the Organization. The financial management team will collectively work to make certain that all financial matters are properly addressed with care, integrity, and accuracy in the best interest of the mission of the Organization.

Changes to the Financial Policies and Procedures Manual

The Financial Policies and Procedures Manual (the “Manual”) establishes the policies and procedures for the fiscal and administrative functions conducted by the Organization. The Organization’s financial management team is responsible for periodically reviewing and revising the Manual as needed. The Board(s) of Trustees must approve all amendments to the Manual. Any violation of these policies and procedures is considered to be cause for termination or removal and, depending upon the nature of the infraction, civil and/or criminal prosecution.

INTERNAL CONTROL STRUCTURE

Background

Internal controls have been established to provide reasonable assurance to ensure that financial transactions are properly authorized, appropriated, executed and recorded. Internal controls are a set of policies and procedures to prevent deliberate or misguided use of funds for unauthorized purposes.

Internal controls:

- Help to provide reliable data by ensuring that information is recorded in a consistent way that will allow for useful financial reports;
- Help prevent fraud and loss by safeguarding assets and essential records;
- Promote operational efficiency by reducing unnecessary duplication of effort and guarding against misallocation of resources;
-
- Encourage adherence to management policies and funding source requirements; and,
- Provide guidance to each participant in financial activities to process, record, summarize and report financial information.

The internal control structure is composed of the following basis elements: (1) the control environment; (2) the accounting system; (3) control procedures; and (4) the accounting cycle.

1. Internal Control Environment

By implementing internal controls, the Organization establishes the importance of enforcing and maintaining accountability, transparency, and accuracy in its day-to-day financial transactions. Factors that impact the internal control environment can include Organization management and Board philosophy; Organization structure; assignment of authority and responsibility; methods of management and control; personnel policies and practices; and external influences such as significant donor expectations.

2. Accounting System

The Organization has implemented an accounting system consisting of processes and documentation used to identify, compile, classify, record and report accounting transactions.



These processes are established to: (1) identify and record all of the Organization’s fiscal transactions; (2) describe the transactions adequately to allow proper classification for fiscal reporting; and (3) specify the time period in which transactions occurred in order to record them in the accounting period.

3. Internal Control Procedures

The Organization has adopted a number of internal financial controls. These procedures are established to strengthen the Organization’s internal control structures in order to safeguard the Organization’s assets.

4. Accounting Cycle

The accounting cycle is designed to accurately process, record, summarize, and report transactions of CPS entities. The entities will maintain accounting records and related financial reports on the accrual basis of accounting.

Internal Control Procedures

The internal financial controls consist of the following:

Lines of Authority

The financial management of each entity involves those who fill the following positions:

Board(s) of Trustees

- Review and approve fiscal policies annually
- Hire chief executive officers/principals for each entity or school
- Approve annual budgets
- Hire auditors and review annual audited financial statements and IRS information returns (IRS Form 990)
- Review monthly (charters) or quarterly (CPS) financial reports
- Specific requirements of the authorizers as identified throughout this document

CPS Chief Financial Officer (CFO)

- Prepare annual budgets
- Approve expenses in accordance with approved budget
- Review monthly budget to actual (forecast) reports
- Review monthly financial statements
- Present executive summary of financial statements to Board(s)
- Manage the finance and operations team

CPS Finance Team employees

- Process payroll
- Process invoices for payment
- Process receivables
- Prepare and post accounting transactions
- Prepare monthly budget to actual (forecast) reports
- Prepare annual budgets
- Document and adhere to fiscal policies & procedures
- Ensure compliance with requirements of all external parties



- Manage annual financial statement audits and 990 preparation

Superintendent, Assistant Superintendent for School Leadership and Principal(s) at each school

- Provide input into annual budget
- Approve purchase orders
- Approve all expenses for payment
- Hire all school-based staff

Operations personnel at CPS organization level and at each school

- CPS operations personnel - work with school-based personnel on all fiscal matters
- School-based operation personnel
 - Participate in preparation of annual budget
 - Manage annual budget throughout the fiscal year (review monthly budget to actuals – forecast report)
 - Process payroll
 - Process invoices for payment
 - Retain documentation as required

Banking and Authorized Signers

The Board(s) of Trustees shall authorize the opening of all bank accounts, usually by approving a resolution provided to the bank. Bank accounts will include checking and may include savings, capital, escrow, or others as required by third parties, or as necessary to efficiently manage cash transactions.

Those individuals who are authorized to open bank accounts at all entities:

- Board Chair
- Board Treasurer
- CPS Head of Schools (HOS) or designee via Board approved resolution(s)

Individuals with the following titles are approved to be authorized signers for the bank accounts of the schools:

- Board Chairperson(s)
- Board Treasurer(s)
- Board Secretary
- Assistant Superintendent for School Leadership
- Principal(s)

Individuals with the following titles are approved to be authorized signers for the bank accounts of CPS:

- Board Chair
- Board Treasurer
- Head of Schools (HOS)
- Chief Financial Officer (CFO)
- Chief of Staff (COS)



Checks and electronic payments of less than \$20,000 require only one approval. The approval on the checks must be a live or electronic signature. The owner of any electronic signatures review all signed checks prior to them being issued.

Checks and electronic payments (wires or ACH) equal to or in excess of \$20,000 require two approvals from the list of authorized signers. The first approval on a check must be a live or electronic signature; the second approval may be provided in an email or other written format, including approval via the electronic accounts payable processing system.

(CT only: one of the two approvals for checks and electronic payments equal to or in excess of \$20,000 must be provided by the Treasurer, or other member of the Finance Committee of the charter Board of Trustees, usually the Chair.)

Segregation of Duties

The financial duties of entities are distributed among multiple people to help ensure protection from fraud and error. The distribution of duties seeks to maximize protection of the organization's assets while considering efficiency of operations. When due to limited resources all activity that should be segregated is not fully segregated, a review and approval process by another individual is in place.

The accounting activities that require segregation of duties are as follows:

- Revenue invoicing and recognition
- Cash receipts
- Deposits
- Charitable gifts recordkeeping
- Bank reconciliations
- Payroll processing
- Payroll accounting
- Purchasing and procurement
- Invoice approval and processing
- Cash disbursements/accounts payable – include expense reimbursements and employer credit card programs (p-card)
- Journal vouchers
- Intercompany/related party transactions
- Fixed asset capitalization
- Debt management
- Retirement accounts processing (401k & TRB)

Physical Security

CPS entities maintain physical security of its assets to ensure that only those who are authorized have physical or indirect access to money, securities, real estate and other valuable property.

Records Retention

All confidential paper records shall be maintained in lock facilities on Organization premises. The Organization has an established Disaster Recovery Policy. Annex 2 contains a table which provides the minimal requirements for records retention.



While there are no regulations or guidelines for documentation retention that cover all not-for-profits, our policy covers all documents generated by all entities as follows:

- Recommended by the Non-Profit Coordinating Committee of New York, www.npccny.org
- Recommended by the AICPA
- Required by the IRS
- Required by federal agencies that provide funding to entities
- Required by state laws in each geography in which entities operate

The following corporate documents are maintained on-site or stored electronically:

- Charter and all related amendments;
- Minutes of the Board of Trustees and subcommittees meetings;
- Banking documents;
- Leases;
- Insurance policies;
- Vendor invoices;
- Grant and contract agreements;
- Fixed asset inventory list; and
- Tax returns and correspondence

Records Destruction Policy

Once records have reached the conclusion of their retention period according to the Records Retention Policy, the office of origin will request authorization from the CPS Chief Financial Officer, Superintendent, Principal, or Director of Operations for their destruction. If any litigation, claim, or audit is started before the expiration of the designated retention period, the records shall be retained until all litigation, claims, or audit findings involving the records have been resolved and final action taken. The charters will arrange for the safe and secure destruction of confidential records. Destruction methods will not permit recovery, reconstruction and/or future use of confidential information. An overview of these methods follows:

- Paper records containing sensitive confidential information **must** be shredded and not disposed of with other waste.
- Electronic or digital data containing sensitive confidential information must be purged from the computer systems in the following manner; 1) Deletion of the contents of digital files and emptying of the desktop "trash" or "waste basket." 2) Use of purchased software applications to remove all data from the storage device.

Related Party Transactions

Not-for-profit organizations are viewed as related parties to other not-for-profit organizations if one has an economic interest in another combined with control through means other than controlling financial interest or ownership, or through majority voting interest of the board. Related parties exist between and among the entities because one or more of these entities has the direct or indirect ability to determine the direction or management and policies through contract or affiliation agreement. Economic interest exists because one entity holds or utilizes significant resources that must be used for the restricted or unrestricted purposes of another entity, either directly or indirectly by producing income or providing services.



Examples of economic interest between and among CPS entities are

- Funds are solicited
- Significant resources are transferred
- Significant functions are assigned
- Responsibility for operating results are shared

All charter schools have a Charter Management Agreement (CMA) with CPS that describes services and fees.

Other activities engaged in between or among schools and CPS may include, but are not limited to:

- Bulk or group purchasing of goods or services shared by CPS with the schools are invoiced to the charters as incidental expenses
- Private philanthropy to supplement public funding raised on behalf of charters by written agreement between CPS and the donor or raised directly for the one or more schools in a charter
- Shared costs of personnel such as the athletic coordinator who provides services to multiple schools; these costs are shared between the schools
- Credit card (P-card) expenses

Intercompany assets and liabilities among and between all entities are reconciled once per month.

ACCOUNTING ACTIVITIES

Basis of Accounting

Accrual basis of accounting are used by the Organization during the fiscal year. The fiscal year of the Organization is July 1st through June 30th.

The accrual basis of accounting is the method of accounting whereby revenue and expenses are identified with specific periods of time, such as a month, or year, and are recorded when incurred rather than when paid. This method of accounting is without regard to date of receipt or payment of cash.

Journal Entries

Journal entries are double entries (debits and credits) in the accounting system to record the business transactions of the entities. Journal entries are posted for the following types of transactions:

- Reclassifications of revenue and/or expenses to correct errors in the assignment of general ledger accounts
- Recording of payroll transactions to the general ledgers
- Credit card and expense reimbursement allocations
- Prepaid expenses or revenue allocations
- Intercompany transactions among and between all entities

Journal entries are approved by the Chief Financial Officer across all entities and posted monthly, or more frequently as required, and prior to the performance of month-end or year-end closing procedures.

Bank Reconciliations

All bank statements are downloaded from the bank websites and reviewed in a timely manner. Bank reconciliations are completed by the 20th calendar day of each subsequent month, unless the 20th falls on a



weekend or a holiday when the bank reconciliations are completed by the next business day. Completed bank reconciliations are uploaded to the shared folder. Bank reconciliations and bank statements, including images, are reviewed and approved by the Chief Financial Officer across all entities.

All outstanding checks dated equal to or greater than 120 days from the end of a calendar month are reviewed. A member of the finance team reviews the uncashed checks and consults with the appropriate Director of Operations at a school, Director of Finance/Controller, or Chief Financial Officer, as necessary before the finance team member contacts the vendor to confirm that the check should be voided and reissued, or another course of action should be taken.

All checks not sent to vendors, or returned from vendors, are returned to the finance team. Checks are marked VOID across the signature line. Under no circumstances are uncashed checks shredded or disposed.

Written notification should be received from a vendor before any uncashed checks dated more than three (3) years are voided and not replaced. Unclaimed property regulations in each geography must be adhered to in accordance with state laws.

<http://www.osc.state.ny.us/ouf/reporters/files/oufhandbook.pdf>

http://www.ott.ct.gov/unclaimed_faq.html

Monthly Close

The books of all entities are closed no later than the 30th day of a subsequent month with the exception of year-end closing which shall occur no later than the 60th day after year-end. A monthly close shall include the following activities:

- Bank reconciliations (refer to separate section of these policies)
- Statement of activity review, adjustments and accruals
- Balance sheet review and adjustments
- Forecasts (budget to actual reports) and reclassifications (refer to separate section of these policies)
- Preparation of Financial Reports for Leadership and Board.

FINANCIAL PLANNING AND REPORTING

Financial Statement Preparation

The financial statements of CPS and related entities are prepared in accordance with Generally Accepted Accounting Principles (GAAP). The presentation of the financial statements follows the recommendations of the Financial Accounting Standards Board (FASB) No. 117, “Financial Statements of Not-for-Profit Organizations.” Under GAAP, revenue is classified based on the existence or absence of donor-imposed restrictions. Accordingly, net assets are classified as unrestricted, temporarily restricted or permanently restricted.

Budget Process

The budgets of all CPS entities are prepared and approved annually during the three (3) month period leading up to the beginning of a new fiscal year following a schedule of due dates that is prepared each year. All budgets must be approved and passed by the Board of Trustees by June 30th before the start of the new fiscal year.



The budget process involves individuals holding the following positions:

- HOS – all budgets
- CFO – all budgets
- Superintendent of Schools – school budgets
- Assistant Superintendent for School Leadership - school budgets
- CPS Dir of Finance/Controller – all budgets
- CPS Finance Team – all budgets
- CPS Leadership – CPS budget
- Principals – school budget
- Directors of Operations – school budget
- Board of Trustees – review and approval

Budgets are prepared in alignment with the “Capital Prep Model” and designed to achieve self-sufficiency without the use of private philanthropy. School budgets may reflect philanthropic commitments from CPS to fill gaps in public funding from the states to ensure break even budgets to actual results in each fiscal year. School budgets also factor in the unique requirements of a particular school or program.

Budget documents include proposed revenue and expenses using the accounting system chart of accounts. Line item changes to the budget may be made by the Head of Schools or Chief Financial Officer for CPS and by the Superintendent or Principals for school budgets as long as the budget stays within the overall total revenue approved by the Board. All other revisions to budgets must be approved by the Board(s) of Trustees.

Internal Financial Reports

School level financial reports are prepared on a monthly basis. CPS financial reports are prepared on a quarterly basis. School-level reports are shared with the Superintendent, Principals and Director of Operations. These reports are presented to the Board(s) of Trustees at their regularly recurring Board meetings.

Other reports are prepared for lenders, funders, or other stakeholders as required.

Audits

All entities are subject to an annual audit by an independent certified public accountant. All entities are subject to federal Single Audit Act audits if they meet the threshold of federal revenue expended as mandated by regulations of the federal government [here](#). All CT charters are subject to state single audit audits because they meet the threshold of state revenue expended as mandated by regulations of the State of CT [here](#).



The following financial statements are required:

- Statement of Financial Position (balance sheet)
- Statement of Activities and Changes in Net Assets (revenue and expenses)
- Statement of Cash Flows
- Statement of Functional Expenses

In NYS only, all charters are reported in one set of audited statements as follows:

- One Statement of Financial Position (balance sheet)
- Combined Statements of Activities and Changes in Net Assets (revenue and expenses)
- One Statement of Cash Flows
- Combined Statement of Functional Expenses
- Supplemental Statement of Activities and Changes in Net Assets for each charter
- Supplemental Statement of Functional Expenses for each charter

Other work required to be performed by independent auditors:

- Agreed upon procedures for the State of CT – EFS/ED001c annual reports due 12/31

Audited statements of the New York State (NYS) entities are due to the authorizers in NYS no later than November 1 of each year. Every effort is made to deliver audited statements of the CT and NY charters to the Board(s) of Trustees as follows:

Capital Preparatory Harlem Charter School - October 31st
Capital Preparatory Bronx Charter School - October 31st
Capital Preparatory Harbor School - December 31st
Capital Preparatory Middletown Charter School - December 31st
Capital Preparatory Schools, Inc. - January 30th

The Sarbanes-Oxley Act requires that the lead partner of the auditing firm rotates off the audit every five years. The audit firm is not required to change. This provision of the act does not cover not-for-profit organizations. However, best practices dictate that the Board(s) of Trustees review and appoint audit firms every five (5) years through a competitive bidding process. In the interest of efficient audits, the members of each board will consult with the members of the other boards in an attempt to engage one audit firm for all audits required by all entities.

In CT only, state law requires the CT State Department of Education (CTSDE) to randomly select one charter school per year for a one-time only audit by a firm chosen by the head of the CTSDE charter school office. The auditee makes three (3) recommendations to the CTSDE. The auditee is required to hire and pay for this audit in place of the regular financial statement audit.

Tax Compliance

Exempt Organization Returns

All entities are recognized as exempt from income tax under IRC 501(c)(3). All entities are therefore required to file [IRS Form 990](#) annually. The same independent auditors who perform the audits prepare these information returns.

The due date for this form is November 15, however, all entities do request a 90-day extension to the IRS



as follows:

- Automatic to February 15
- Final to May 15

Quarterly/Annual Payroll Reports

ADP prepares and files all quarterly and annual payroll reports for all CPS entities for:

- Income tax withholding (federal, state & local) - quarterly
- Unemployment insurance (state) – quarterly
- Annual compensation (federal, state & local) – W-3 and W-2 forms (due 1/31)

CPS prepares and files all annual [IRS Form 1099s](#) for independent contractors who are paid \$600 or more in a calendar year. These are due to recipients by 2/1, and to federal and state governments by 2/28, if filing by paper, or 3/31 if filing electronically.

Retirement Plan – 401k – Return

An IRS Form 5500 must be filed annually. The due date for this form is January 31. A one-time only extension may be granted to April 15.

Charities Registration

Not-for-profit organizations that solicit funds must register in those states in which they solicit. CPS charter schools are exempt from registering as charities in NYS and CT although they must file waivers upon formation of new legal entities.

CPS is required to register and renew its registration in all geographies as follows:

- NYS – [CHAR 500](#): due on 11/15; however a 180 day extension (5/15) is automatically granted. The CHAR 500 can be filed online, along with the audited financial statements and IRS Form 990, [here](#).
- CT – Charitable Organization Renewal Application due on 5/31

REVENUE AND ACCOUNTS RECEIVABLE

Invoice Preparation

All grants and projects are invoiced on a schedule allowable by the funder to capture all billable time and expenses and ensure a regular healthy cash flow. The following invoices are processed throughout the fiscal year:

Per pupil revenue - primary source of state government funding; directly deposited to school bank accounts

- CT – invoice not required; funding paid by direct deposit on or before July 15, September 15, January 15 and April 15
- NYS – bi-monthly (1st of the month commencing June 1 for July; 6 times per fiscal year)

Title Funding – may only be invoiced after annual application has been approved in each geography

- CT – monthly by the 10th of each month through the ED111 process; may cover expenses through the next subsequent month



- NYS – monthly or quarterly reimbursement through FS25 from with final reimbursements at year-end;

Special Education

- CT
 - Bridgeport – as per the MOU between the charter and the local Board of Education
 - Middletown - as per the MOU that will be created between the charter and the local Board of Education
 - Other Local Nexus Districts – reasonable costs for providing services based on student IEP
- NYS – bi-monthly, invoiced with per pupil funding (IDEA – based on November invoice; paid once per year)

Meal Claims

- CT – monthly by the 15th of each month for meals delivered in the previous month
- NYS – monthly 60 days after each month in which meals were delivered

Special grants – requirements vary by grant

Revenue Recognition

All revenue is recorded in accordance with GAAP. Revenue is recorded as pledged or received in accordance with FASB pronouncements and must be credited to the appropriate revenue general ledger accounts to align with the approved annual budgets.

Cash Receipts

Most revenue is received electronically as direct deposits to checking or savings accounts, or as checks. Some contributions are paid online with credit cards. On rare occasions small amounts of cash are received. Electronic direct deposits are identified daily when changes in cash balances in bank accounts from the day before are reviewed. Amounts are verified against invoices or other available resources such as government websites.

Checks and cash are usually initially received by someone other than a member of the finance team, either at the school level or by a member of the development team.

Deposits

All checks must be stamped immediately in the designated endorsement area with “For Deposit Only” by a member of the finance team or school Director of Operations. All deposits will be stored in a secured locked location until deposited. Deposits are to be completed on a daily basis. Copies of all checks, receipts and deposit slips will be submitted to the CPS finance department on a weekly basis for recording in the accounting system.

Charitable Gifts & Grants

Members of the CPS Development team are charged with all fundraising performed by CPS which includes, but is not limited to, applying for and processing all gifts and grants that require application and solicitation of others. Members of the Development team are also notified of the receipt of all payments in satisfaction of these gifts and grants if received by someone other than a member of the development team. Members of the Development team are responsible for acknowledging the receipt of all cash and non-cash donations and managing any stipulations in grant agreements, such as specific reporting requirements.



School Specific Special Events or Activities

Requests for fundraising for specific activities or events at a school such as book fairs, field trips, etc. are reviewed and approved by the Superintendent or Principal(s) of the school prior to the activity or event. These fundraisers may involve the receipt of cash or checks. Illuminators or other designated staff members (the “collectors”) will be responsible for the collection of funds related to these types of events.

Once the collector receives the cash or checks, they provide a receipt to the contributor using a pre-numbered receipt book provided by the Director of Operations. The collector places the cash and/or checks in a sealed envelope, along with a copy of the receipt, and records the sale or contribution on a separate collection sheet. At the end of the collector’s shift or at the end of the event, the collector counts the cash and checks, notes the cash total on the front of the envelope, signs, seals the envelope and delivers it to the Director of Operations who receives the envelope. The Director of Operations will immediately verify the cash and checks amount against what the collector has reported, segregates the cash and checks, restrictively endorses the checks, and prepares the deposit ticket, supported by the envelope documentation. If cash or checks cannot be deposited immediately, they are stored in a secured and locked location.

If cash or checks are lost due to the gross negligence (failure to adhere to procedures) of the collector or staff member, the individual responsible may be liable for the value of the lost cash or checks and subject to disciplinary action.

Revenue Compliance

Contributions and grants received may be unrestricted or restricted by the donor or grantor. While unrestricted revenue has no specific restrictions, these funds must be used to further the mission of the organization. Donor restrictions impose special responsibilities on management to ensure donated assets are used as stipulated. Restrictions also place limits on the use of contributions that may be permanent (such as those placed in an endowment) or temporary. Temporary restrictions may impact the timing of the use of restricted funds and/or the purpose for which contributions may be used.

In-kind/Non-cash

In-kind donations are donations of goods or services. Acceptance of these donations is only made after consultation with a member of the CPS leadership team or development team. Contributions of goods or services are recognized and reported in our accounting system when received if they meet this definition: 1) create or enhance non-financial assets, or 2) require specialized skills and are provided by individuals possessing those skills; and, would typically need to be purchased if not provided by donation.

Exception. The meal programs in CT qualify for and receive United States Department of Agriculture (USDA) commodities. The third party food service provider manages the ordering and consumption of commodities. The value of these commodities are required to be recognized and reported without consultation.

Receivables

Pledged private contributions are recorded at year-end in consultation with members of the development team. Pledged contributions to CPS and restricted to charters for use in subsequent fiscal years are



recorded as receivables and revenue in the year of the pledge and recognized as temporarily restricted net assets at year-end.

Government grant receivables for per pupil and title funding are recorded annually as receivables and allocated monthly as revenue is earned. Other government funding, such as meal claims or other grants that are claimed using the reimbursement method, is recognized when invoiced or claimed on a schedule determined by the funder.

All outstanding accounts receivables are aged on a 30, 60, 90, or over 90 days' basis. The members of the finance team review the accounts receivable aging on a monthly basis, determine which invoices are collectible and follow up as necessary within the requirements based on the type of funding. All decisions to write-off receivables are made during fiscal year-end procedures unless funders have made it clear earlier that not all receivables are collectible. Write-offs are recorded as bad debt expense and reported in year-end financial statements.

EXPENDITURES & DISBURSEMENTS

Payroll

Payroll is paid semi-monthly in twenty-four (24) pay periods with pay days falling on the 15th and last day of each month. If either of those days falls on a weekend or holiday, pay day falls on the last weekday of the semi-monthly payroll period. Schedules of deadlines for activities leading up to the submission of payroll information to the finance team are prepared annually and communicated via the Payroll Calendar.

Payroll is outsourced to ADP. An individual on the Finance Payroll team is the primary contact with ADP and the individual responsible for monitoring the relationships with CPS entities. In addition to processing and delivering compensation by direct deposit or live check, ADP provides the following services:

- Calculation and electronic deposit of federal, state and local withholding taxes and unemployment insurance
- Preparation and submission of all quarterly payroll related government returns
- Preparation of annual IRS Forms W-3 and W-2

In addition to Finance team, the following teams are involved in various stages of payroll processing:

- Human Resources and Talent – screen candidates, recommend new hires, assists in the collection of new employee paperwork, supports the HR module in the ADP software
- CPS Leadership, Superintendent and Principals (schools) – hire new employees
- Directors of Operations – collect new employee required paperwork and provide semi-monthly payroll details to the Finance team

The Finance payroll team processes payroll information received using ADP software.

The Finance accounting team performs the following:

- Records payroll transactions in accounting system
- Transmits retirement benefit deductions to providers
 - 401k – all entities and geographies
 - TRB (state defined benefit plan) – CT charters only
 - Performs electronic transactions to correct errors processing payroll



All employees must complete and submit the requisite paperwork before receiving a paycheck. That paperwork includes:

- A signed offer letter (and additional written & signed authorization for any changes to compensation such as stipend or hourly rate for annual or temporary assignment, including decrease in compensation for any reason)
- Federal W-4 form
- State income tax withholding form (comparable to the W-4 form)
- Local (NYC only) income tax withholding form
- Banking information and documentation for direct deposit (when direct deposit is requested by the employee)
-
- I-9 and required identification

There is additional paperwork required to choose or waive benefits insurance coverage, and/or participate in retirement plans. This paperwork is submitted to the Director of Operations.

All non-exempt employees are required to submit hours worked. Hourly compensation is submitted to the payroll team using the payroll adjustment schedule.

Paid holidays are published each year in the CPS and Schools master calendars.

Records are maintained to track paid time off as follows:

- Schools – Director of Operations provide attendance information to Human Resources and Talent team using a google attendance schedule in a google drive
- CPS – supervisors approve and track paid time off for their direct reports and report it to the Human Resources and Talent team using a google attendance form in google drive

Appropriate general ledger coding is performed in the HRIS module of the ADP software for all new employees and updated as necessary to ensure proper cost allocation and alignment with budgets.

All changes to compensation are made in writing, approved by those authorized to hire new employees, and submitted to the Finance payroll team prior to processing payroll. Terminations and departures are managed by the Human Resources and Talent team within the ADP HRIS system. Notifications of terminations and departures are communicated to the Finance payroll team via the semi-monthly payroll adjustment sheets. Members of the Finance payroll team process final payments to a terminated employee during the next regularly scheduled payroll, unless state law requires earlier payment.

Payroll Reconciliations

ADP is responsible for the preparation of quarterly and annual payroll tax filings. The Finance team is responsible for reviewing all payroll tax documents and supporting schedules for accuracy and completeness.

Quarterly Reconciliation of Payroll to Accounting Records

On a quarterly basis, the Finance team performs a reconciliation of all salary accounts, benefit deductions and payroll taxes in the general ledger, as compared with the salary reported by ADP on the Form 941 and/or other Quarterly Payroll Return. Any variances are researched and cleared within the month following quarter end.

Annual Reconciliation of Payroll to Accounting Records



On an annual calendar basis, the Finance team performs a reconciliation of the annual Form 941, W-3 to General Ledger. Variances are researched and cleared by January 31 of the following year.

Employee Retirement Accounts

Eligible CPS entity employees as defined in the Employee Handbook may participate in the 401k retirement plans. Salary reduction agreements are completed and submitted to the finance payroll team before deductions are made from an employee's paycheck.

All CT school employees filling positions that require certification under State of Connecticut regulations, and who are properly certified – certified for the position held – are required to participate in the [State of Connecticut Teachers' Retirement Plan \(TRB\)](#). Those employees who hold the Charter School Educator's Permit are not eligible to participate in the teachers' retirement plan even though the permit satisfies state law for certification.

Purchases and Procurement

A purchase order is a written authorization requesting a vendor to furnish goods to a purchaser. It is an offer from the purchaser to buy certain items. The offer is accepted by the seller when s/he supplies the requested items. A contract is formed and the seller can expect payment in return for the delivered goods.

All purchases except professional services, utilities and contract supported recurring expenditures should be obtained using a purchase order request. Professional services are procured using contract management procedures, not the generation of a purchase order.

The entities procure only those items and services required to fulfill its mission and/or fill a bona fide need. Procurements are made using best value contracting, which entails assessing the best value considering quality, performance and price. All purchases must be for amounts approved in annual budgets.

Purchase orders are approved by the Superintendent, Principal(s) or the CPS leadership team prior to purchase. Purchase orders are pre-numbered using the purchase order feature of the QuickBooks software or Excel or Word documents for all purchases equal to or in excess of \$500 other than those recurring under contract, including but not limited to:

- Benefits – health, dental, vision, retirement etc.
- Occupancy – utilities, maintenance, rent, etc.
- Insurance – liability, property, fire, worker's compensation, Directors & Officers, etc.
- Equipment leases – telephones, copiers, printers, etc.
- Technology services – telephone, internet, email, student information system, etc.
- Other services – payroll fees (ADP), debt service (loans)

Purchase orders are required for recurring purchases if not purchased under contract, such as office supplies, furniture and fixtures, etc.

Contracts for goods or services shared across some or all entities, or for individual schools, are signed by the same individuals who are authorized signers. Refer to the section on contracts in this document.

Addition of New Vendors

Access is limited to the master vendor file to the members of the Finance accounts payable team. These



are the only employees authorized to add new vendors or make changes or deletions.

New vendors are only entered into the master vendor file after:

- An [IRS Form W-9](#) is collected, regardless of the amount of the purchase, as a requirement to adding new vendors to the list of available vendors for payment. These are also required for those vendors who require the IRS Form 1099, the calendar year report of non-employee compensation.
- For all purchases comparative pricing or competitive bidding requirements are adhered to as provided for in these fiscal policies. Evidence required to add a new vendor selected, as a result of comparative pricing or competitive bidding, includes one or more of the following items:
 - Screenshot of website home page
 - Copy of address and phone number in public directory
 - Advertisement in a reputable publication or online
 - Approved vendor list provided by CPS team
- The Superintendent, Principal(s) or CPS leaders are effectively approving the new vendors (first invoice is equal to or greater than \$5,000) when they approve purchase orders and the required evidence
- The Federal suspension and debarment list is checked when Federal funds are being used to fund the purchase (contract or purchase order equal to or greater than \$30,000; a requirement of Federal grants; refer to the section on this topic in this manual)

Transactions with employees are prohibited unless there is a written contract approved by a member of senior management not involved in the work to be performed or goods to be purchased. Refer to list of those authorized to sign contracts.

Comparative Pricing and Bids (general)

Ordering decisions for items less than \$5,000 include comparative quality, service and pricing research. Retention of written evidence to support these decisions is recommended but not required.

Ordering decisions for items between \$5,001 and \$19,999 include the selection of the best value determined as a result of best efforts to obtain three (3) written or verbal quotes. Printed advertisements are acceptable evidence of comparative pricing. Retention of written evidence is required and may be uploaded to Anybill with invoices.

A formal competitive bid process is required prior to ordering single items priced in excess of \$20,000. Three (3) bids are required and will be evaluated based on the type of good or service under consideration. Some processes may require Requests for Proposals (RFPs). All bidding documents should be retained with the contract or invoice in Anybill or some other electronic or hardcopy form. Refer to section on contracts in this document.

Sole-source purchasing is used in cases when a vendor is the exclusive seller of a product or service. If prices have been negotiated by other government entities or cooperative purchasing consortiums, and are available to CPS entities, CPS entities take advantage of that pricing.

When CPS teams take it upon themselves to vet vendors and perform competitive product pricing and quality research, other CPS entities make purchases from these approved vendors. Some CPS teams, such as the IT Team may recommend or make the purchases on behalf of other teams, while others provide the information.



Comparative Pricing & Bids (Federal, state & local government requirements)

Grantor bidding requirements are adhered to when purchasing goods and services with grant funding. Purchases with Federal awards are required to have competitive quotes for good and services over \$3,000.

Exemption from Sales Tax

As organizations exempt from income tax under IRC 501(c)(3), all CPS entities are eligible for exemption from sales tax on goods and services in their home states. Sales tax exemption certificates are applied for and provided by state government agencies for all states in which CPS operates. Letters are issued to charter schools in NYS by the NYS Department of Taxation and Finance. Appropriate documentation is provided to vendors by those who make purchases to avoid the payment of sales tax. If you need a copy of a tax exemption certificate, please contact the Finance team.

Independent Contractors

The general IRS rule is that an individual is an independent contractor if the payer has the right to control or direct only the result of the work and not what will be done and how it will be done.

If you are an independent contractor, you are self-employed. The earnings of a person who is working as an independent contractor are subject to Self-Employment Tax, which essentially means the independent contractor pays both the employer’s and employee’s share of FICA (social security and Medicare). You are not an independent contractor if you perform services that can be controlled by an employer (what will be done and how it will be done). This applies even if you are given freedom of action. What matters is that the employer has the legal right to control the details of how the services are performed. All independent contractors complete an [IRS Form W-9](#). All employers report non-employee annual compensation equal to or greater than \$600 to the IRS and independent contractor on IRS Form 1099.

Invoice Processing and Approval

CPS uses an on-line accounts payable system (Anybill) to process and pay invoices. Information from this system is uploaded into the accounting system by the Finance team. Invoices are approved by the Superintendent, Principal(s), Directors of School Operation(s), and Chief Financial Officer (schools) and team leaders (CPS). No staff member may approve his/her own purchase requests.

The Superintendent, Principal(s) and team leaders (at CPS) are the only required signers (payments under \$20,000) or one of the two signers (payments equal to or greater than \$20,000) on all checks or electronic authorizations. Board Chairs and Treasurers are also authorized to sign checks or approve electronic transactions. Refer to the Bank Accounts and Authorized Signers in this manual for further guidance on securing the second signer as may be necessary.

Supporting documentation, such as purchase orders and packing slips, may be uploaded to the electronic accounts payable system. If they are not uploaded, they are kept in another electronic or hardcopy format and readily available upon request.



To ensure appropriate segregation of duties the following individuals are involved in invoice processing and approval:

- One member of each CPS team (processing) and the team leader (approval)
- One member of each operations team (operations manager or office coordinator - processing) at a school and the DOO (approval); it is preferable that DOOs processing invoices do not also approve them.

Cash Disbursements

Invoices are paid by check if the following documents are entered into Anybill:

- Itemized invoice
- Superintendent, Principal or DOO (schools) or team leader (CPS) approval, including second approver if invoice equal to or greater than \$20,000
- Purchase order, if required (or retained in hardcopy files)
- Packing slip, if provided by vendor (or retained in hardcopy files); or similar document that provides evidence that all items ordered & invoiced were received (i.e. itemized invoice received at the time of delivery)

Invoices are paid electronically if the above documents are provided. Payments are not made in advance of the delivery of goods or services, or from statements.

Checks issued but not used are voided; they are not destroyed.

In instances where a check is needed to be processed outside of the accounts payable system, the DSO's or Finance team will process a manual check using the manual checkbooks. Manual checks are uploaded and recorded in the accounting system. All manual check requests require the same supporting documentation outlined above prior to payment and are signed in adherence to the Bank Accounts and Authorized Signers process in this manual.

Employee Reimbursements

Employees are reimbursed for out-of-pocket expenses approved in the budget of their employer entity provided they have **prior** approval from the individual responsible for approving all purchases. Most reimbursements are for relatively inexpensive items such as supplies, or items related to travel, such as train tickets, mileage, accommodations, and meals. Receipts are required for all reimbursements and are processed with the semi-monthly payrolls.

Credit Cards (P-Cards)

Credit cards (P-Cards) are only used for business purposes when credit cannot be obtained from a vendor, or for travel related expenses. Cash advances are prohibited. Upon receipt of a new credit card, all credit cardholders sign a credit card agreement indicating understanding of the terms of use. Cardholders must abide by the terms and conditions within the P-Card Guidelines. Those who do not adhere to the policies and procedures surrounding credit card usage may have their credit card privileges revoked. Any cardholder who uses an employer credit card improperly will be held liable for any and all unapproved/unallowable purchases. Fraudulent use of an employer credit card may result in disciplinary action, as indicated in the Credit Card Agreement, up to and including termination.

Those employees who travel regularly, or regularly make purchases in excess of \$250 on a monthly basis, are eligible for an employer credit card. In addition, all Principals and DOOs are eligible for and provided with employer credit cards. Credit card charges are processed electronically through our P-Card vendor and cardholders are responsible for preparing and submitting monthly reconciliations and detailed receipts to the Finance accounts payable team and in accordance with the terms and conditions of the P-Card Program



guidelines.

General Ledger Expense Coding

Employees who submit invoices for payment are responsible for correctly identifying general ledger expense account codes. General ledger expense account codes should align with general ledger budgeted expense account codes and use the accurate natural classification. Natural classification refers to the type of expense.

The reallocation of expenses is performed during the forecast review process that takes place each month. Reclassification of expenses may be made to correct general ledger account coding errors.

Equipment Leases

Copiers, printers, scanners or other types of equipment are usually leased. Leases are considered contracts and are signed by those authorized to sign contracts. All contracts must be submitted to the Finance team and maintained in accordance with the records retention policy.

ASSET MANAGEMENT

Cash Management

Cash in all bank accounts is reviewed daily. The daily review accomplishes the following:

- Identifies when cash balances are insufficient to cover payroll or operating expenses
- Provides notification of large cash deposits and sources of cash receipts - information used in planning the timing of future cash disbursements and the necessity of transferring cash between bank accounts
- Provides notification of large cash withdrawals, including those unexpected that should be reviewed

Investments

Even though cash flow during any fiscal year is not usually sufficient to tie up cash in investment vehicles, the Board(s) of Trustees establish the investment policies for each entity, providing guidelines regarding the type of investments deemed appropriate and the objectives of each investment.

The guidelines give the CFO the authority to perform the following for the coming year, without having to obtain Board approvals for each transaction:

- Purchase and sell investments
- Access to investment certificates
- Keep records of investments and investment earnings
- Review and approve investment accounting, bank and broker statement reconciliations, adjustments to the carrying value of investments, and other decisions regarding investments

The guidelines, at a minimum, include the following details:

- Amount expected to newly invest and keep in investments
- Types and length of investments allowed
- If applicable, a suggested percentage for each type of investment within the portfolio

Board members approve all specific investments. Members of the Board finance committees review any investment activity and statements quarterly.



Donated Securities

Donors may want to make contributions with stock or other securities. These gifts are received by an investment broker and sold as quickly as possible. Small realized or unrealized gains or losses are recorded. Donors are provided with the value of the gift using the [IRS method of valuing gifts of stock](#) (selling prices on valuation date). The value is calculated based on the stock prices according to www.nasdaq.com.

Debt

The assumption of debt including lines of credit, mortgages or loans from banks and other financial lenders, are approved by the Board(s) of Trustees. Use of a line of credit is subject to written approval of the Board Chair or Board Treasurer. The written approval may be in the form of an email.

Contracts

Individuals with the following titles are approved authorized signers for contracts:

- Superintendent and Principal – school only; up to \$10,000 (2nd approval if equal to or greater than \$10,000)
- Board Chairs - for schools and CPS; any amount (one of two approvers if equal to or greater than \$20,000)
- Board Treasurers - for schools and CPS; any amount (one of two approvers if equal to or greater than \$20,000)
- CPS (second approval required if equal to or greater than \$20,000)
 - Head of Schools
 - Chief Financial Officer
 - Chief of Staff

Capitalization of Assets

CPS entities expense all fixed assets during a fiscal year, with the exception of expenses associated with major building renovations or construction. These expenses are charged to construction work in progress as paid. Additional expenses covered by capital project funding, and charged to construction work in progress as paid, may include furniture & fixtures, technology, debt service, among other items.

Fixed assets expensed during the year are capitalized at fiscal year-end. Payments charged to construction work in progress are analyzed at fiscal year-end to determine how to reclassify those placed in service during the fiscal year.

CPS capitalizes all acquisitions of land, buildings, leasehold improvements and furniture and equipment having a unit cost of \$5,000 or more and a useful life of more than one year. Capitalized costs will generally include transportation and installation. Legal and professional fees, and interest on financing, are also included in costs incurred during the construction or major renovation phase of a



building. Normal maintenance and repair expenditures are expensed as incurred.

<u>Class</u>	<u>Life</u>	<u>Method</u>
Land	-	-
Buildings	27yrs	Straight-line
Leasehold Improvements	5-20yrs	Straight-line *
Furniture and Fixtures	5yrs	Straight-line
Machinery and Equipment	5yrs	Straight-line
Musical Instruments	5yrs	Straight-line
Computer Equipment	3yrs	Straight-line
Software	3yrs	Straight-line
Vehicles	5yrs	Straight-line

CPS entities use the straight-line method of depreciation. Depreciation is a systematic allocation of the cost of a fixed asset over its useful life. It is a way of matching the cost of a fixed asset with the revenue or other economic benefits it generates over its useful life. All CPS entities use the next month depreciation convention. Assets are depreciated commencing in the month after placed in service and for one full month in the month in which they are disposed.

CPS capitalizes leasehold improvements which include, but are not limited to, replacement windows, complete paint jobs, major work on floors, installation of new or improved HVAC systems, and reconfiguration of permanent walls. The useful life of these assets varies because some locations have lease terms. The useful lives of improvements made at locations with lease terms are the number of months remaining in the lease.

All fixed assets purchased with Federal funds must be identified on invoices and their location must be monitored.

Disposition of Assets

Any item that is damaged, sold, lost or stolen will be taken out of service and written off. For assets purchased with federal funds, the school must request disposition instructional from the federal awarding agency when required. Otherwise, assets may be retained, sold or otherwise disposed of as follows:

- Over \$5,000 – pay federal share
 - If equipment is sold: Federal awarding agency may permit non-Federal entity to deduct and retain \$500 or 10% of the proceeds for selling and handling instructions.
- Under \$5,000 – no accountability (still must formally dispose).



Board Designated Reserve

A Board Designated Reserve is the accumulation of unrestricted cash or cash equivalents that are generated as a result of revenue exceeding expenses within a fiscal year. Cash basis operating surpluses, if they exist at year-end, may be used to accumulate the Board Designated Reserve.

Utilization of reserves, if any, may be approved by the Board of Trustees for the following allowable purposes (as determined by the Board of Trustees):

- Emergency funds in case of an unexpected financial crisis
- Start-up costs for growth needs (e.g., launching a high school in a future year)
- Facility capital requirements
- One-time projects which have significant future potential (e.g., a pilot of a new curriculum)
- Other needs as may be approved by the Board(s) of Trustees

Notwithstanding the above, reserves are not intended to support general operating expenditures (including regular operating costs in excess of Board approved budgets) or one-time projects that have no significant future potential (as determined by the Board of Trustees).

Reserves are most valuable if they are reliable. Towards this end, an important factor in using reserves is also having a realistic plan to replenish them. If the Board(s) plans to use available reserves, the Board may designate the use of reserves during the fiscal year if appropriate uses surface that were unknown when the budget was approved and the Board takes specific action during the year to designate the use of reserves accordingly.

Fiscal best practices indicate that Board(s) should aspire to have an accumulated reserve in the range of 8-10% of its annual budget available at any time and shall adopt a reserve target annually for the following fiscal year that contributes to this amount. Reserve funds should be generated from operating revenues, excluding restricted revenues or state and Federal non-operating grants such as Title I, Title II, and IDEA.

COMPLIANCE

ACCOUNTING FOR MERGED ENTITIES (NYS charters only)

As the result of a merger among NYS charters (Bronx and Harlem) they operate under the tax identification number of the Bronx charter. The authorizer for this merged entity is the State University of New York (SUNY).

Combined statements are prepared as follows:

- Statement of Financial Position
- Statement of Activities and Changes in Net Assets
- Statement of Cash Flows
- Statement of Functional Expenses

Supplemental Schedules of Activities and Functional Expenses are prepared for each of the charters (Harlem and Bronx) for reporting purposes to SUNY and for audited financial statements. This list will be updated as new schools are opened. Supplemental schedule requirements are confirmed with SUNY officials each year a new school opens.



One escrow interest-bearing escrow account exists to satisfy dissolution requirements. As per state regulations, each school is required to have balance of \$75,000 by the end of its third year in operations.

One interest-bearing checking account is maintained for all NYS schools to receive all deposits and make disbursements.

Required Fiscal Policies

There are two provisions of the Sarbanes-Oxley Act of 2002 (American Competitiveness and Corporate Accountability Act) that apply to all corporate entities, including not-for-profits. The CPS whistle-blower protection policy is included in the Employee Handbook. The document retention policy is included in this manual. The periodic destruction procedures are included in the separate fiscal procedures manual.

OMB (Federal Office of Management and Budget) Uniform Regulations require written policies and procedures that address policies and procedures effective for the fiscal year beginning July 1, 2015. The Uniform Regulations supersede prior OMB circulars A-110, A-122 and A-133 that previously provided guidance on administrative requirements, costs principles and audit requirements of not-for-profit organizations. These are included in this manual.

A not-for-profit organization must meet all Federal and state requirements for public disclosure. These state that a not-for-profit organization must provide the following documents:

- IRS Form 1023, Application for Recognition of Exemption Under Section 501(c)(3) of the IRC
- IRS Determination Letter, granting exemption from income tax
- IRS Form 990 (or its variants) for the last three (3) years

Public access must be provided immediately upon in-person requests by allowing inspection of the documents at the organization's office or offices. Copies of the documents must be provided within 30 days upon written request. Written requests may be referred to the Finance team. More information is available [on the IRS website](#).

OMB UNIFORM GUIDANCE (effective 7/1/15 and subsequent fiscal years)

CPS entities are in compliance with OMB Uniform Guidance for federal awards as applicable to not-for-profit organizations.

- Conflicts of interest - in addition to the conflict of interest policies, CPS entities will disclose in writing any potential conflicts of interest to the Federal awarding agency or pass-through entity.
- Procurement - CPS entities elected to accept the grace period deadline to adopt these new regulations effective 7/1/16 and subsequent fiscal years) as follows:
 - Oversight to ensure that contractors perform in accordance with terms, conditions and specifications of contracts or purchase orders
 - Written procedures for procurement transactions require all solicitations
 - Incorporate clear and accurate descriptions of technical requirements for the material, product or service to be procured
 - Not unduly restrict competition
 - Include minimum essential characteristics and standards
 - Avoid detailed product specifications
 - Identify all requirements that must be fulfilled by the vendors and other factors used in evaluation bids or proposals
 - All prequalified lists of persons, firms or products used in acquiring goods and



services are current and include enough qualified sources to ensure maximum open and free competition (where required)

- Potential bidders must not be precluded from qualifying during the solicitation period
- Standards and any other applicable laws and regulations
 - Costs incurred must be necessary and cost-effective (not duplicative)
 - All procurement transactions must provide full and open competition
 - CPS entities must maintain written standards of conduct covering conflicts of interest
 - CPS entities must maintain documentation addressing cost and price analysis, and vendor selection, as applicable for selected methods of procurement (include but not limited to - rationale for method of procurement, selection of contract type, contractor selection or rejection and basis for contract price)
- Available methods of procurement for each purchase (conducted in a manner providing full and open competition consistent with competition requirements)
 - Micro-purchases (less than \$3,000)
 - No competitive quotes required
 - Spread purchases out among qualified suppliers
 - Small purchases (between \$3,000 and \$150,000)
 - Rate quotes must be obtained from an “adequate” number of qualified sources; CPS may decide what is adequate)
 - Quotes may be obtained from suppliers or from public websites
 - sealed bids (more than \$150,000)
 - Two (2) or more qualified bidders
 - Publicly advertised and solicited from adequate suppliers
 - Lowest responsive and responsible bidder for the fixed price contract wins
 - Any or all bids may be rejected if there is a sound documented reason
 - Competitive proposals (more than \$150,000)
 - Written policy for conducting technical evaluations or reviewing proposals and selecting the recipient
 - Most advantageous bid wins, price and other factors considered
 - Sole source (any amount, must meet one of the following 4 requirements)
 - Good or service is only available from a single service
 - Only one source can provide the good or service in the time frame required
 - Written pre-approval from the Federal awarding agency
 - Competition is deemed inadequate after solicitation attempts through one of the other methods
- Practice affirmative action to assume that minority and women’s businesses and labor surplus area firms (government-designated due to severe unemployment) are used when possible
- Perform a cost or price analysis in connection with every procurement action in excess of the Simplified Acquisition Threshold (\$150,000), including contract modification
 - Method and degree of analysis dependent on facts of the procurement
 - Independent estimates must be made before receiving bids or proposals
- Costs allowable under CFR Title 2, Subtitle A, Chapter II, Part 200, Subpart E - Cost Principles
- Contract requirements under CFR Title 2, Subtitle A, Chapter II, Part 200, Appendix II - Contract Provisions for Non-Federal Entity Contracts Under Federal Awards



VENDORS SUSPENDED OR DEBARRED FROM BEING AWARDED GRANTS FUNDED WITH FEDERAL DOLLARS

Vendors on the federal suspended or debarment list (<http://www.sam.gov>) may not be hired for a contract equal to or in excess of \$30,000. Documentation is obtained and retained to show that the list was reviewed and the vendor was not suspended or debarred. A search for the vendor on this website will provide the required documentation.

<https://clarknuber.com/articles/omb-uniform-guidance-implementation-top-10-changes/>
<http://www.oms.nysed.gov/cafe/guidance/guidelines.html>

<http://www.oms.nysed.gov/cafe/guidance/Guide.html>

<http://webserver.rilin.state.ri.us/Statutes/TITLE7/7-6/INDEX.HTM>

https://www.ecfr.gov/cgi-bin/text-id.x?SID=6214841a79953f26c5c230d72d6b70a1&tpl=/ecfrbrowse/ttitle02/2cfr200_main_02.tpl

DOCUMENT RETENTION

The IRS provides these general guidelines:

- Permanent Records – the application for recognition of tax-exempt status, the determination letter recognizing tax-exempt status, and organizing documents, such as articles of incorporation and by-laws, with amendments, as well as Board minutes.
- Records for Non-Tax Purposes – when records are no longer needed for tax purposes, an organization should keep them until they are no longer needed for non-tax purposes, including for litigation holds or other official or business purposes. For example, a grantor, insurance company, creditor, or state agency may require that records be kept longer than the IRS requires.

Those teams responsible for specific document retention are listed in parentheses. Operations refers to operations at the school level.

Records are permanently retained:

- Articles of Incorporation (Legal)
- Audit Financial Statements and Reports (Finance)
- Corporation Resolutions (Legal)
- IRS Determination Letters and all correspondence related to same (Legal)
- Minutes of Board(s) of Trustees meetings (Operations)
- Real estate deeds, mortgages and bills of sale, as may be applicable (Legal)
- Tax (i.e. IRS Form 941) and Information (IRS Form 990) Returns (Finance)
- Employee personnel files (Human Resources; Operations)
- Retirement plan documents (Human Resources)
- Employee handbooks (Human Resources)
- School or Student handbooks (Operations)
- Depreciation schedules (Finance)



- Correspondence (legal & important matters) (Legal)

Accounting records are retained at least seven (7) years:

- Payroll records and summaries (Finance)
- Personnel files of current & terminated employees (Human Resources; Operations)
- Timesheets (Operations for schools)
- Withholding tax statements (Finance)
- Accounts payable ledgers and schedules (Finance)
- Expense analyses/expense distribution schedules (Finance)
- Invoices to customers and from vendors (Finance for CPS; Operations for schools - if not in Anybill or QuickBooks)
- Contracts, mortgages, notes and leases (Finance for CPS; Operations for schools)

Accounting records are retained at least three (3) years:

- Bank statements and bank reconciliations (Finance)
- Employment applications and resumes (Human Resources)
- Internal audit reports (Finance)
- Supporting documentation for accounting transactions such as journal vouchers, cash receipts, outgoing wires, etc. (Finance)

Accounting records are retained at least two (2) years:

- Deposit slips (Finance)
- Transitory messages, including e-mail and other electronic messages, and non-record material, typically of short-term value, such as junk mail, publications, announcements, employee activities, casual and routine communications similar to telephone conversations are retained at will.

The Federal Government requires retention of these documents related to federal grant awards as follows:

- Financial records, supporting documents, statistical records, and all other non-Federal entity records pertinent to a Federal award must be retained for a period of three (3) years from the date of submission of the final expenditure report
- The three (3) year period is extended if any litigation, claim or audit is started before the expiration of the three (3) year period in which case related records must be retained until all litigation, claims or audit findings have been resolved and final action taken
- When an entity is notified in writing by the Federal awarding agency, or other Federal agencies to extend the period
- Records for real property and equipment acquired with Federal funds must be retained for three (3) years after final disposition
- Refer to the link to [below](#) to Record Retention Requirements for Federal Awards for additional requirements

New York State Department of Education (NYSED) requires that supporting documentation for grants and grant contracts must be kept for at least six (6) years after the last payment was made unless otherwise specified by program requirements. Additionally, audit or litigation will "freeze the clock" for records retention purposes until the issue is resolved. All records and documentation must be available for inspection by NYSED officials or its representatives.

<http://www.oms.nysed.gov/cafe/guidance/guidelines.html>



Connecticut Department of Education (CTSDE) requires that specific documents be retained for the audits of school construction projects. These documents must be maintained by the district until notified, in writing, by CTSDE that the project has been audited and records associated with the project are no longer required by CTSDE, or until final payment has been processed by CTSDE. The complete list is available on the [SDE website](#).

<https://www.councilofnonprofits.org/tools-resources/document-retention-policies-nonprofits> [there are a few resources @ this website including a link to IRS and AICPA]

<https://www.irs.gov/pub/irs-pdf/p4221pc.pdf>

http://www.ecfr.gov/cgi-bin/text-idx?SID=704835d27377ef5213a51c149de40cab&node=2:1.1.2.2.1&rgn=div5#sg2.1.200_1332.sg6

<https://www.ctphilanthropy.org/sites/default/files/resources/Connecticut%20Council%20for%20Philanthropy%20Records%20Retention%20Policy.pdf>

FRAUD AND MISAPPROPRIATION

CPS will not tolerate any fraud or suspected fraud involving employees, officers or trustees, as well as members, vendors, consultants, contractors, funding sources and/or any other parties with a business relationship with the organization.

The Leadership team, including CPS leaders, Principals, Directors of Operations and Board(s) of Trustees are responsible for the detection and prevention of fraud, misappropriations, and other irregularities. Fraud is defined as the intentional, false representation or concealment of a material fact for the purpose of inducing another to act upon it to his or her injury.

Actions Constituting Fraud

The term fraud, defalcation, misappropriation, and other fiscal irregularities refer to, but are not limited to:

- Any dishonest or fraudulent act
- Forgery or alteration of any document or account belonging to the organization
- Misappropriation of funds, supplies, equipment, or other assets of the organization
- Impropriety in the handling or reporting of money or financial transactions
- Disclosing confidential and proprietary information to outside parties
- Accepting or seeking anything of material value from contractors, vendors, or persons providing goods or services to the organization
- Destruction, removal, or inappropriate use of records, furniture, fixtures, and equipment

Reporting and Confidentiality

The Board(s) of Trustees will treat all information received confidentially. Any fraud that is detected or suspected must be reported immediately to the Board(s) of Trustees for further action. The employee or other complainant may remain anonymous. The outcome of an investigation will not be disclosed or discussed with anyone other than those who have a legitimate need to know.



Investigation Responsibilities

The Board(s) of Trustees has the primary responsibility for the investigation of all suspected fraudulent acts as defined in the policy. The Board(s) of Trustees may utilize whatever internal and/or external resources it considers necessary in conducting an investigation. If an investigation substantiates that fraudulent activities have occurred, the Board(s) of Trustees will take and document proper action up to and including criminal prosecution.

WHISTLEBLOWER POLICY

CPS is committed to operating in furtherance of its tax-exempt purposes and in compliance with all applicable laws, rules, and regulations, including those concerning accounting and auditing, and prohibits fraudulent practices by any of its trustees, officers, and employees. This Policy applies to any matter related to the organization's business and does not relate to private acts of an individual not connected to the business of the organization. Further, this policy is intended to encourage and enable trustees, officers and employees to raise serious concerns within the organization prior to seeking resolution outside the organization.

Reporting Responsibility

It is the purpose of this policy to encourage trustees, officers or employees to report information that they reasonably and in good faith believe to be in violation of the Code of Ethics, the Policy on Conflict of Interests, applicable law or regulation, to a member of the Board(s) of Trustees, in writing stating in detail the basis for belief of the violation or suspected violation.

No Retaliation

No individual who in good faith reports a violation or suspected violation shall suffer harassment, retaliation, or adverse employment consequence. An individual who retaliates against someone who has reported a violation in good faith is subject to discipline up to and including termination of employment or membership.

Reporting Violations

Anyone filing a complaint concerning a violation or suspected violation must be acting in good faith and have reasonable grounds for believing the information disclosed indicates a violation. Any allegations that prove not to be substantiated and which prove to have been made maliciously or knowingly to be false will be viewed as a serious disciplinary offense.

Violations or suspected violations may be submitted on a confidential basis by the complainant or may be submitted anonymously. Reports of violations or suspected violations will be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation.

Handling of Reported Violations

The Director of Operations will notify the sender and acknowledge receipt of the reported violation or suspected violation. All reports will be promptly investigated and appropriate corrective action will be taken if warranted by the investigation.



The Board(s) of Trustees shall take prompt action to assist in properly investigating the report of the alleged violation.

A copy of the Whistleblower policy will be distributed to all trustees, officers and employees.

CODE OF ETHICS

The Board(s) of Trustees recognizes that sound, ethical standards of conduct increase the effectiveness of the governing body and staff as leaders in the community. Actions based on an ethical code of conduct promote public confidence in the organization and the attainment of its goals. The Board also recognizes its obligation under the General Municipal Law to adopt a code of ethics consistent with the provisions of this law, setting forth the standards of conduct required of all Trustees, Officers and employees. Unless otherwise defined herein, terms have the meanings given in the By-laws of the School (the “By-laws”).

Therefore, every Trustee, Officer, and employee of the organization, whether paid or unpaid, shall adhere to the following code of conduct:

1. **Management:** The Board(s) of Trustees shall conduct or direct the affairs of the organization and exercise its powers subject to the provisions of applicable law, as well as the requirements set forth in the organization’s charters and by-laws. The Board may delegate aspects of the management of organization activities to others, so long as the affairs of the organization are managed, and its powers are exercised, under the Board’s ultimate jurisdiction.
2. **Gifts:** A Trustee, Officer, or employee shall not directly or indirectly solicit any gifts from the organization; nor shall a Trustee, Officer or employee accept or receive any single gift having a value of \$100 or more, whether in the form of money, services, loan, travel, entertainment, hospitality, or any other form. 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.
3. **Gratuities and Kickbacks:** No employee (or anyone under their direct supervision) may solicit, demand, accept, or agree to a gratuity, kickback, or an offer of employment in connection with a business transaction. Such transactions include, but are not limited to, approvals on purchase requests, influencing the content of any procurement standard, auditing, or rendering of advice.
4. **Confidential Information:** A Trustee, Officer, or employee shall not disclose confidential information acquired by him or her in the course of his or her official duties or use such information 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.
5. **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 of Trustees, whereby the compensation is to be dependent or contingent upon any action by the School 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.



6. Participation in Board Discussions and Votes: Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Trustee shall recuse him or herself from the discussion and/or vote on any matter involving such Trustee relating to: (a) a “self-dealing transaction” (see below) or (b) a potential Conflict of Interest (as defined in the Conflict of Interest Policy).
7. Self-dealing Transactions: Neither members of the Board nor the employees of the School shall engage in any “self-dealing transactions,” except as approved by the Board and in compliance with the Conflict of Interest Policy. “Self-dealing transaction” means a transaction to which the School is a party and in which one or more of the individual Trustees, officers, or employees has a financial interest.
8. Disclosure of interest in matters before the Board: Under no circumstance will an employee of the School initiate, participate, or benefit in any way from negotiating a contract or purchase of goods or services in which he/she, a relative, or an associate has financial interest. If an actual or potential conflict of interest is discovered, the employee must immediately withdraw from further participation in the involved transaction and report the transaction to the Board or Board Chairperson.
9. 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, except as approved by the Board and in compliance with the Conflict of Interest Policy.
10. 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.

Distribution of Code of Ethics

A copy of this Code of Ethics is to be distributed annually to every Trustee, Officer, and employee of the organization. Each Trustee, Officer, and employee elected or appointed thereafter shall be furnished a copy before entering upon the duties of his or her office or employment.

Reprimands and Penalties

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

CONFLICT OF INTEREST

Interested Person

The General Municipal Law defines prohibited conflicts of interest for trustees, officers and employees.

Under the General Municipal Law, no officer or employee may have an interest, direct or indirect, in any contract with the organization, when such officer, trustee, or employee, individually or as a member of the



Board, has the power or duty to (a) negotiate, prepare, authorize or approve the contract, or authorize or approve payment under the contract; (b) audit bills or claims under the contract; or (c) appoint an officer or employee who has any of the powers or duties set forth above.

Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- An ownership or investment interest, other than de minimis, in any entity with which the organization has a transaction or arrangement,
- A compensation arrangement with the organization or with any entity or individual with which the organization has a transaction or arrangement, or
- A potential ownership or investment interest, other than de minimis, in, or compensation arrangement with, any entity or individual with which the organization is negotiating a transaction or arrangement. Compensation includes direct and indirect remuneration as well as gifts or favors having a value of \$100.00 or more whether in the form of money, service, loan, travel, entertainment, hospitality, thing or promise or in any other form, under circumstances in which it could reasonably be inferred that the gift was intended to or could reasonably be expected to influence the performance of a trustee, official or employee in his/her official duties, or was intended as a reward for any official action.

Duty to Disclose

Any trustee, officer or employee who has, will have, or later acquires an interest in any actual or proposed contract with the Board must publicly disclose the nature and extent of such interest in writing to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

Determining Whether a Conflict of Interest Exists

A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists. After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

Notwithstanding anything herein, the following contracts are exempt from this policy, including but not limited to, employment contracts between the organization and a board member or employee's spouse, minor children or dependents; a contract between the organization and a corporation of which the board member or employee is neither a director nor owns more than five percent of outstanding stock; a contract between the organization and a board member or employee entered into preceding the election of the board member but not the renewal/renegotiation of that contract; a contract between the school and a board member or employee in which the total paid does not exceed \$750.00 during the fiscal year when added to the aggregate amount of consideration payable under all contracts pertaining to that individual; a contract between the organization and a company that employs a board member or employee where the individual's compensation is not directly affected as a result of the contract and the duties of the



individual's employment do not directly involve the procurement, preparation or performance of such a contract; and purchases, in the aggregate amount of Five Thousand Dollars (\$5,000) or less in any single calendar year. No review or action by any governing board or committee shall be necessary if an exception applies.

Procedures for Addressing a Conflict of Interest

An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

After exercising due diligence, the governing board or committee shall determine whether the organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

Violations of the Conflicts of Interest Policy

If the governing board or committee has reasonable cause to believe a trustee, officer or employee has failed to disclose actual or possible conflicts of interest, it shall inform the trustee, officer or employee of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

If, after hearing the trustee, officer or employee's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the trustee, officer or employee has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Any contract entered into with a prohibited interest is null, void and unenforceable. Further any trustee, officer, or employee who willfully and knowingly violates this policy shall be guilty of a misdemeanor.

Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

- The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing Board's or committee's decision as to whether a conflict of interest in fact existed.
- The names of the persons who were present for discussions and votes relating to the



transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Compensation

A voting member of the governing board who receives compensation, directly or indirectly, from the organization for services is precluded from voting on matters pertaining to that member's compensation.

A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the organization for services is precluded from voting on matters pertaining to that member's compensation.

A voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the School, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Annual Statements

Each trustee, officer, and employee shall annually sign a statement which affirms such person:

- Has received a copy of the Code of Ethics and Policy on Conflicts of Interest,
- Has read and understands the Code of Ethics and Policy,
- Has agreed to comply with the Code of Ethics and Policy, and
- Understands the organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Periodic Reviews

To ensure the organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- Whether compensation arrangements and benefits are reasonable, based on competent survey information and the result of arm's length bargaining.
- Whether partnerships, joint ventures, and arrangements with management organizations conform to the organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

CONFIDENTIALITY

Confidential information includes all information gained during employment or service with the organization that is not common knowledge including, but not limited to, student records, personnel records, financial or donation information (including donation lists, donor information, potential donors or business contacts.) All Trustees, Officers, and employees must keep such information confidential.



Information about children, families, and employees should be used in a professional manner, only with those who have a business-related need-to-know, and should never be used as a topic of casual conversation or gossip.

Before the end of a term of service or employment with the organization, Trustees, Officers and employees must return to the organization all Confidential Information without retaining it in any form. All other documents, data, manuals, security keys, and other items which are the organization's property and which may be in the individual's possession or control should also be returned at this time. Any Confidential Information that cannot be returned must be destroyed.

Annex: Record Retention

Item	Retention Period
Bank Statements & Reconciliations	7 Years
Cancelled Checks - (Important Payments - purchases of property, tax payments, large or significant contracts)	Permanent
Cancelled Checks - (Ordinary)	7 Years
Cash Books	Permanent
Cash Receipts and Disbursements	7 Years
Construction Documents	Permanent
Contracts and Leases (Current)	Permanent
Contracts and Leases (Expired)	7 Years
Corporate - Articles of Incorporation & By Laws	Permanent
Corporate - Certificate of Incorporation and Related Legal or Government Documents	Permanent
Corporate - Minutes of Board & Committee Meetings, etc.	Permanent
Correspondence (General)	3 Years
Correspondence (Legal / Important)	Permanent
Duplicate Bank Deposit Slips	3 Years
Email	5 Years
Employee Assignments and Garnishments	7 Years
Employee Benefit Plan Documents	7 Years
Employee Payroll Records	7 Years
Employee Payroll Reports (Federal, State or City Gov't)	7 Years
Employee Personnel Records (After Termination)	7 Years
Employee Personnel Records (Current)	Permanent
Employee Retirement & Pension Records	Permanent
Employee Timesheets	7 Years
Employee Workman's Compensation Documents	11 years
Employment Applications (Current Employees)	Permanent
Employment Applications (Other)	1 Year
Finance - Accounts Payable Ledgers and Schedules	7 Years

Finance - Accounts Receivable Ledgers and Schedules	7 Years
Finance - Audit Reports of Independent Accountants	Permanent
Finance - Chart of Accounts	Permanent
Finance - Depreciation Schedules	Permanent
Finance - Expense Analyses & Distribution Schedules	7 Years
Finance - Financial Statements (incl. Trial Balances)	Permanent
Finance - Fixed Asset Records & Appraisals	Permanent
Finance - General Ledgers	Permanent
Finance - Subsidiary Ledgers	Permanent
Finance - Tax Return Worksheets	7 Years
Finance - Tax Returns	Permanent
Finance - Uncollectible Accounts & Write-offs	7 Years
Finance - W-2 / W-4 / 1099 Forms, etc.	7 Years
Grant Inquiries	7 Years
Insurance - Accident Reports and Claims (Current Cases)	Permanent
Insurance - Accident Reports and Claims (Settled Cases)	Permanent
Insurance - Policies (Current)	Permanent
Insurance - Policies (Expired)	Permanent
Inventories	7 Years
Invoices from Vendors	7 Years
Invoices to Customers	7 Years
Notes Receivable Ledgers	7 Years
Paid Bills & Vouchers	7 Years
Patents & Related Papers	Permanent
Physical Inventory Tags	7 Years
Property Appraisals	Permanent
Property Documents - Deeds, Mortgages, etc.	Permanent
Stock and Bond Certificates (Cancelled)	7 Years
Stock and Bond Records	Permanent
Vendor Payment Request Forms & Supporting Documents	7 Years
Voucher Registers & Schedules	7 Years

K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the applicant shall return to the Connecticut State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit;

L. REQUIRED LANGUAGE (NON-DISCRIMINATION)

References in this section to “contract” shall mean this grant agreement and to “contractor” shall mean the Grantee.

a. For purposes of this Section, the following terms are defined as follows:

1. “Commission” means the Commission on Human Rights and Opportunities;
2. “Contract” and “contract” include any extension or modification of the Charter;
3. “Contractor” and “contractor” include any successors or assigns of the Charter Board;
4. “Gender identity or expression” means a person’s gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person’s physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person’s core identity or not being asserted for an improper purpose.
5. “good faith” means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
6. “good faith efforts” shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements;
7. “marital status” means being single, married as recognized by the State of Connecticut, widowed, separated or divorced;
8. “mental disability” means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association’s "Diagnostic and Statistical Manual of Mental Disorders", or a record of or regarding a person as having one or more such disorders;
9. “minority business enterprise” means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise, and (3) who are members of a minority, as such term is defined in subsection (a) of C.G.S. § 32-9n; and
10. “public works contract” means any agreement between any individual, firm or corporation and the State or any political subdivision of the State other than a municipality for construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, or which is financed in whole or in part by the State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.

For purposes of this Section, the terms “Contract” and “contract” do not include a contract where each contractor is (1) a political subdivision of the state, including, but not limited to, a municipality, unless the contract is a municipal public works contract or quasi-public agency project contract, (2) any other state, including but not limited to any federally recognized Indian tribal governments, as defined in C.G.S. § 1-267, (3) the federal government, (4) a foreign government, or (5) an agency of a subdivision, state or government described in the immediately preceding enumerated items (1), (2), (3), or (4).

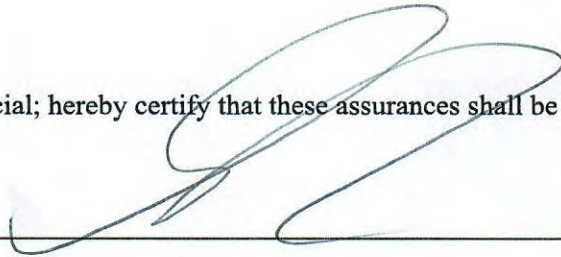
- a. The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, status as a veteran, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by such Contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the State of Connecticut; and the Contractor further agrees to take affirmative action to ensure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, status as a veteran, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (2) the Contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, to state that it is an “affirmative action-equal opportunity employer” in accordance with regulations adopted by the Commission; (3) the Contractor agrees to provide each labor union or representative of workers with which the Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which the Contractor has a contract or understanding, a notice to be provided by the Commission, advising the labor union or workers’ representative of the Contractor’s commitments under this section and to post copies of the notice in conspicuous places available to employees and applicants for employment; (4) the Contractor agrees to comply with each provision of this Section and C.G.S. §§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to C.G.S. §§ 46a-56, 46a-68e and 46a-68f; and (5) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor as relate to the provisions of this Section and C.G.S. § 46a-56. If the contract is a public works contract, municipal public works contract or contract for a quasi-public agency project, the Contractor agrees and warrants that he or she will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works or quasi-public agency projects.
- b. Determination of the Contractor’s good faith efforts shall include, but shall not be limited to, the following factors: The Contractor’s employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.

- c. The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.
- d. The Contractor shall include the provisions of subsection (B) of this Section in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and in every subcontract entered into in order to fulfill any obligation of a municipal public works contract for a quasi-public agency project, and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with C.G.S. §46a-56, as amended; provided if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission regarding the State contract, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.
- e. The Contractor agrees to comply with the regulations referred to in this Section as they exist on the date of this Contract and as they may be adopted or amended from time to time during the term of this Contract and any amendments thereto.
- f. (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (2) the Contractor agrees to provide each labor union or representative of workers with which such Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which such Contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the Contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (3) the Contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to C.G.S. § 46a-56; and (4) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor which relate to the provisions of this Section and C.G.S. § 46a-56.
- g. The Contractor shall include the provisions of the foregoing paragraph in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with C.G.S. § 46a-56, as amended; provided, if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission regarding a State contract, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.

- M. The grant award is subject to approval of the Connecticut State Department of Education and availability of state or federal funds.
- N. The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the Connecticut General Statutes concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the Regulations of Connecticut State Agencies promulgated there under are hereby incorporated by reference.

I, the undersigned authorized official; hereby certify that these assurances shall be fully implemented.

Authorized Signature:



Name: *(typed)*

Dr. Steve Perry

Title: *(typed)*

Head of Schools

Date:

11/22/22



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MIDDLETOWN
CHARTER SCHOOL

A PROPOSED PUBLIC K-12 CHARTER SCHOOL
OPTION FOR MIDDLETOWN, CT.

CAPITAL PREP MIDDLETOWN: TOWN HALL

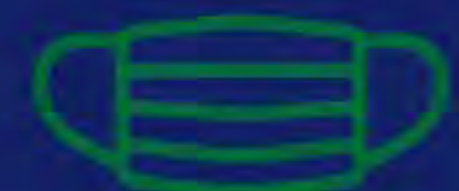
OCTOBER 24TH, 2022 | 6PM-7PM
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Town Hall!



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CAPITAL PREPARATORY
MIDDLETOWN
CHARTER SCHOOL

Capital Preparatory Schools is pleased to invite you to a Round Table on Monday, November 21st to discuss expanding education opportunities in Middletown, Connecticut through the Proposed Capital Prep Middletown Charter School Campus.

**Monday, November 21st | 6:00 PM
Cross Street AME Zion Church
440 West St, Middletown, CT 06457**

We look forward to your attendance and your engagement in our exciting and life changing work on behalf of children, families, and educators in our community.

Please kindly confirm your attendance and feel free to ask any questions about our event by emailing info@capitalprepmiddletown.org



About Capital Preparatory Schools

Capital Prep is a network of public charter schools that is actively working to close the achievement gap. Our mission is to provide scholars with the college and career readiness skills needed to become engaged and responsible citizens for Social Justice.

Capital Prep Schools exists to change the narrative that a child's zip code, race, and socio-economic classification define their capacity to achieve. This is why we are here, and why we accept scholars at all grade levels. We push our scholars to expand their thinking through inquiry and **Appendix O** research for solutions for some of life's toughest challenges. With this experience and mantra built within them, agents of change graduate from Capital Prep every year, ready to stand and lead with purpose. #WeAreCapitalPrep



CAPITAL PREPARATORY MIDDLETOWN CHARTER SCHOOL

Town Hall September 9, 2022 - Attendee List

Name	Email	Phone Number	# of attendees including yourself	Please contact me regarding volunteer opportunities
Alex White, Jr.	alexwhite2016@yahoo.com		1	
Andrea Kelly	akelly0815@gmail.com		1	
Andrew Kelly	ufaula22@yahoo.com		1	
Anita Ford Saunders	anitafordsaunders@gmail.com	860-690-5559	2	V
Ava Hart	ahart@aol.com	V	1	
Barbara Wade Holloman	bfortheyouth@aol.com	2038865802	2	V
Beverly Lawrence	blawrencemhf@gmail.com	860 704 9599	2	
Brittany Fitzpatrick	brit.fitz1017@gmail.com	8609864466	2	V
Bryon Baxter	bryongbaxter@att.net		1	
Carol Mack	Amackey42160@aol.com	8606387493	2	
Chassidy Johnson	chazzj89@gmail.com	8608199647	2	
Cheryl Holley	calholley1@gmail.com	8608369286	2	V

Colleen Alleyne	cococt@aol.com	8603959553	2	V
Corey Gordon	cgordon05@yahoo.com	860-538165	2	
Curtisea Anderson	curtiseaanderson@yahoo.com	860-281-5124	1	
Cynthia Clegg	cynthia@middlesexcountycf		did not attend	
Dawn Brooks	debrooks11@gmail.com	8609971122	2	
Dazhane Ward	Dazhaward@ymail.com		1	
Delita Rose-Daniels	delita.rose-daniels@capitalprepmiddletown.org		1	
Delores Conner			1	
Denise Parker	dparker0619@gmail.com		1	
Diamond Rose-Daniels	deasiadiamond1999@gmail.com	8608933014	2	V
Diane Olivieri	olivieridiane@gmail.com	8602459205	2	V
Donald R Graig	donaldgrraig@yahoo.com	860-398-1746	2	
Ed Ford	fordecf@gmail.com	8609755854	2	V
Fatima Haddadi	Fhaddadi2013@gmail.com		1	
Gary Wallace	gwallace1125@gmail.com	8608831442	1	V
George Perry	Gevonile99@gmail.com		1	
Gwen Perry	gwenperry@gmail.com		1	
Hajar Mhamdi	hajmha2021@gmail.com		1	
James & Joyce Johnson			1	

Kara Neidharot	kneidharot@ctcharters.org		1	
Karima Ekhaddai	karimaelkhabdar@yahoo.com		1	
Keith Kerry			1	
Kenny Perry			1	
Kerry & Richard Holant			1	
Latia Holley	latia.holley@gmail.com	V	1	
Lavinia Cockrell	brianlavinia82022@yahoo.com		1	
Leslie Saunders	les24482000@yahoo.com	860-685-1955	1	
Lisa Rush	lrush66@comcast.net	8607590758	2	V
Mardi Loman	mvloman@sbcglobal.net	860 347-6652	2	
Min. Alan Marshall	Amarshallministries@gmail.com	8608344296	2	
Nicole Green	ngreen927@gmail.com	860-538-1250	1	
Patricia A. Alston	Patalston@comcast.net	18609300203	2	V
Quentin Williams	quewpl@gmail.com	860-830-5407	2	
Rashida Edens	rashida.edens@gmail.com		1	
Reneé Howell	reenehowell@gmail.com	860-538-2293	1	V
Rev. Moses L. Harvill	mharvill@snet.net	18602621136	2	V
Rev. William D. Wilson	revwdwilson@hotmail.com	860-930-2747	2	V
Ron Edens	Ronedens209@gmail.com	8607988516	2	V
Ron Perry	rperry236@att.net	8603981792	2	V

Samaris Rose	samarisrose2017@gmail.com		1	
Sana Cotten	sanacotten@gmail.com	860-759-5773	2	V
Shanay Fultob	shanay.fulton@middletownworks.org	9144414255	2	
Shawanda Swain	Middlesex United Way		1	
Sheila Jones	sjones40@snet.net		1	V
Sherifa Smith	srsmith_1189@yahoo.com	8608782971	2	V
Stepfan Holley	StepfanHolley@yahoo.com	8603167725	2	
Susan Owens	susan.owens@ymail.com	8602621910	2	
Tammy Cassile	tammy.cassile@wearecapitalprep.org	347-5733380	2	
Tania N. Sutherland	teachartist7@gmail.com	9178386808	2	V
Tasha Edens	tashaedens03@gmail.com	8606553233	2	
Wynton Borders	wynton.borders@capitalprepharbor.org	860-680-5175	2	
Yvette Highsmith-Francis			1	

Timestamp	Name	Email	Phone Number	# of attendees including yourself	Please contact me regarding volunteer opportunities
9/8/2022 10:24	Quentin Williams	quewp1@gmail.com	860-830-5407	1	
	Avaharti	avaharti@aol.com	860-	1	✓
	Ronnie Edens	Ronedens209@gmail.com			
	Latia Holley	latia.holley@gmail.com			✓
	Sheela Jones	sjones40@snet.net			✓
	Denise Parker	dparker0619@gmail.com			
	Nicole Green	ngreen927@gmail.com	860-538-1250		
	Curtis Anderson	CurtisAnderson@yahoo.com	281-5124 (860)		
	Alex White Jr	alexwhite2016@yahoo.com			
	Lavinia Cokrell	brianlavinia82022@yahoo.com			
	Karima Elkhaddar	KarimaElkhaddar@yahoo.com			
	KARA NEIDHART	KNEIDHART@CTCHARTERS.ORG			
	Bryon Baxter	bryongbaxter@att.net			
	George Perry	Gevonik99@gmail.com			
	Gwen Perry	gwenperry@gmail.com			

Timestamp	Name	Email	Phone Number	# of attendees including yourself	Please contact me regarding volunteer opportunities
9/8/2022 10:24	Quentin Williams	quewp1@gmail.com	860-830-5407	1	

Kemy & Richard Hollant / Keith
 Kency
 Ava Hart avahart@aol.com ✓
 Samaris Rose samarisrose2017@gmail.com ✓
 Kenny Perry
 Delita Rose-Daniels ✉ delita.rose-daniels@capitalprepmiddletown.org
 Ron Edens
 Yvette Highsmith-Francis
 Dazhane Ward @ Dazhaward@ymail.com
 Delores Conner
 Shawanda Swain Middlesex United Way
 Rashid Edens Rashid.edens5@gmail.com
 Andrew Kelly ufaula22@yahoo.com
 Ed & Suzj Ford (2)

James & Joyce Johnson

Fatima Haddadi Fhaddadi2013@gmail.com

Hajar M'hamdi hajmha2021@gmail.com

Andrea Kelly akelly0815@gmail.com



CAPITAL PREPARATORY
MIDDLETOWN
CHARTER SCHOOL

Town Hall Registration/Sign-in

October 24th, 2022 at 6:00 PM
Community Health Center*
675 Main St Middletown, CT 06457



*Masks are required at this event.

Learn more about us by scanning the QR code above or by visiting:
<https://sites.google.com/wearecapitalprep.org/cprepmiddletown/home>

1. Name & email address:

Ashley K. Stevens ashleykathleen85@gmail.com

2. Please provide your mailing address:

27 Julia Terrace, Middletown, CT 06457

3. Capital Prep was born of and for the community at large. We believe in one very simple promise: that every child deserves access to quality education and a pathway to college regardless of zip code - period. Capital Prep Middletown will start with grades 6-12 and after year three will open K-5, becoming a full K-12 in its third year. **Are you willing to write a letter of support on behalf of Capital Prep Middletown?**

YES NO

4. **Are you interested in signing up for a committee or volunteering in any other capacity to support our mission?**

YES NO

5. **What is your reason for attending this Town Hall?** Please check all that apply.

I am a parent/guardian who is interested in sending my child to Capital Prep Middletown

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- I work (or have worked) at a charter school

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No Questions yet.



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1. Name & email address:

Charlize / charlizestevens1@gmail.com

2. Please provide your mailing address:

27 Julia Terrace

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no questions



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1. Name & email address:

Gwendolyn Perry gwenperry1997@gmail.com

2. Please provide your mailing address:

183 Basswood Dr
Middletown CT 06457

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YES NO

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YES NO

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1. Name & email address:

Andrea Gaskins apheanious1@hotmail.com

2. Please provide your mailing address:

141 Johnson Street Middletown, CT. 06457

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YES NO

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YES NO Volunteering

5. **What is your reason for attending this Town Hall?** Please check all that apply.

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Not at this time



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1. Name & email address:

maxwell williams dash21626@gmail.com

2. Please provide your mailing address:

22 Traverse Square Middletown

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YES NO

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YES NO

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I am a parent/guardian who is interested in sending my child to Capital Prep Middletown

"Don't be part of the problem
be part of the solution"

- I know someone who may want to send their child to Capital Prep Middletown
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How soon can we make the school available for the community?

Application - Available - able vs unable
capibal vs incapable



MX - "If they don't listen, make them kick down the door"



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1. Name & email address:

Alan Marshall

2. Please provide your mailing address:

108 Harness Drive

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YES NO

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YES NO

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*How does Capital Prep prepare students for careers through work-based learning?
(email: Alan.Marshall@readyct.org)*



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1. Name & email address:

Diamond Rose Daniels dsadiadiamond1999@gmail.com

2. Please provide your mailing address:

330 Butternut St APT 110
06457

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YES NO

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Pre-K

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Learn more about us by scanning the QR code above or by visiting:
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1. Name & email address:

Parrish Holloman, blackthebrandappe@gmail.com

2. Please provide your mailing address:

166 Gravel St B1
Meriden CT, 06450

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YES NO

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YES NO

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1. Name & email address:

Anita Ford Saunders anitafordsaunders@gmail.com

2. Please provide your mailing address:

14 Brookview Lane
Middletown CT 06457

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_____ N A

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1. Name & email address:

Elizabeth Marshall

2. Please provide your mailing address:

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YES NO

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YES NO

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I am a parent/guardian who is interested in sending my child to Capital Prep Middletown

I have a grand child who go to Capital prep
in Hartford! Orleans Oduro ¹

- I know someone who may want to send their child to Capital Prep Middletown
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1. Name & email address:

RONALD & VENESSA PERRY

2. Please provide your mailing address:

95 BAILEY RD
MIDDLETOWN, CT 06457

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YES NO

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1. Name & email address:

Maivis Ackeifi

2. Please provide your mailing address:

59 Traverse Sq
Middletown CT 06457

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YES NO

4. **Are you interested in signing up for a committee or volunteering in any other capacity to support our mission?**

YES NO

5. **What is your reason for attending this Town Hall?** Please check all that apply.

- I am a parent/guardian who is interested in sending my child to Capital Prep Middletown and I have a child who go to capital prep in Hartford CT
Orleans B. Oduro

- I know someone who may want to send their child to Capital Prep Middletown
- I am a student interested in attending Capital Prep Middletown
- I am an educator who is interested in working at Capital Prep Middletown

6. If you are a parent/guardian interested in sending your child to Capital Prep Middletown, please tell us what grade your child is currently in. If this question does not apply to you, please write "N/A".

7. What best describes your familiarity and/or relationship with charter schools? Please check all that apply.

- I am not familiar with charter schools
- I am somewhat familiar with charter schools
- I am very familiar with charter schools
- I am a parent of a current or former charter school student
- I am a current or former charter school student
- I work (or have worked) at a charter school

8. Do you have any questions for the Town Hall? If so, please list them here. If you prefer to have your question answered directly (via email or otherwise, rather than in the Town Hall) please note that as well. We may not be able to address all questions during the event; however, your questions are important to us.



CAPITAL PREPARATORY
MIDDLETOWN
CHARTER SCHOOL

Town Hall Registration/Sign-in

October 24th, 2022 at 6:00 PM
Community Health Center*
675 Main St Middletown, CT 06457



*Masks are required at this event.

Learn more about us by scanning the QR code above or by visiting:
<https://sites.google.com/wearecapitalprep.org/cprepmiddletown/home>

1. Name & email address:

Tilah White, Tilah.White15@outlook.com

2. Please provide your mailing address:

58 Traverse Square, Middletown, CT
06457

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YES NO

4. **Are you interested in signing up for a committee or volunteering in any other capacity to support our mission?**

YES NO

5. **What is your reason for attending this Town Hall?** Please check all that apply.

I am a parent/guardian who is interested in sending my child to Capital Prep Middletown

- I know someone who may want to send their child to Capital Prep Middletown
- I am a student interested in attending Capital Prep Middletown
- I am an educator who is interested in working at Capital Prep Middletown

6. If you are a parent/guardian interested in sending your child to Capital Prep Middletown, please tell us what grade your child is currently in. If this question does not apply to you, please write "N/A".

PreK, 4th, 7th

7. What best describes your familiarity and/or relationship with charter schools? Please check all that apply.

- I am not familiar with charter schools
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- I am a parent of a current or former charter school student
- I am a current or former charter school student
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N/A



CAPITAL PREPARATORY MIDDLETOWN CHARTER SCHOOL

Town Hall Registration/Sign-in

October 24th, 2022 at 6:00 PM
Community Health Center*
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<https://sites.google.com/wearecapitalprep.org/cprepmiddletown/home>

1. Name & email address:

Quatina Frazer Q-FRAZER@gmail.com

2. Please provide your mailing address:

91 Santangelo Cir
Middletown, CT 06457

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YES NO More info please

4. **Are you interested in signing up for a committee or volunteering in any other capacity to support our mission?**

YES NO More info please

5. **What is your reason for attending this Town Hall?** Please check all that apply.

I am a parent/guardian who is interested in sending my child to Capital Prep Middletown

I know someone who may want to send their child to Capital Prep Middletown

I am a student interested in attending Capital Prep Middletown

I am an educator who is interested in working at Capital Prep Middletown

Other: *Community Leader*

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N/A

7. What best describes your familiarity and/or relationship with charter schools? Please check all that apply.

I am not familiar with charter schools

I am somewhat familiar with charter schools

I am very familiar with charter schools

I am a parent of a current or former charter school student

I am a current or former charter school student

I work (or have worked) at a charter school

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N/A



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MIDDLETOWN
CHARTER SCHOOL

Town Hall Registration/Sign-in

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1. Name & email address:

Krista Neagon kneagon8514@gmail.com

2. Please provide your mailing address:

865 W Main St
New Britain, CT 06053

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YES NO

4. **Are you interested in signing up for a committee or volunteering in any other capacity to support our mission?**

YES NO

5. **What is your reason for attending this Town Hall?** Please check all that apply.

I am a parent/guardian who is interested in sending my child to Capital Prep Middletown

- I know someone who may want to send their child to Capital Prep Middletown
- I am a student interested in attending Capital Prep Middletown
- I am an educator who is interested in working at Capital Prep Middletown

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- I know someone who may want to send their child to Capital Prep Middletown
- I am a student interested in attending Capital Prep Middletown
- I am an educator who is interested in working at Capital Prep Middletown

6. If you are a parent/guardian interested in sending your child to Capital Prep Middletown, please tell us what grade your child is currently in. If this question does not apply to you, please write "N/A".

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MIDDLETOWN
CHARTER SCHOOL

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October 24th, 2022 at 6:00 PM
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Learn more about us by scanning the QR code above or by visiting:
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1. Name & email address:

Michael Alleyne alleybox190@gmail.com

2. Please provide your mailing address:

190 Barbara Road
Middletown, CT 06457

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YES NO

4. **Are you interested in signing up for a committee or volunteering in any other capacity to support our mission?**

YES NO

5. **What is your reason for attending this Town Hall?** Please check all that apply.

I am a parent/guardian who is interested in sending my child to Capital Prep Middletown



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1. Name & email address:

Colleen Alleyne cococt@aol.com

2. Please provide your mailing address:

190 Barbam Rd
Middletown

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YES NO

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CHARTER SCHOOL

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1. Name & email address:

Bernadette Perry bgperry2000@yahoo.com

2. Please provide your mailing address:

94 Cynthia Lane Apt D8
Middletown, CT 06457

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YES NO

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1. Name & email address:

Joshua Cotten

2. Please provide your mailing address:

50 Ferry St, Apt 1C
Middletown, Ct 06457

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YES NO

4. **Are you interested in signing up for a committee or volunteering in any other capacity to support our mission?**

YES NO

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no



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CHARTER SCHOOL

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1. Name & email address:

Sara Cotten - saracotten@gmail.com

2. Please provide your mailing address:

50 Ferry St, #1C
Middletown, CT 06457

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YES NO

4. **Are you interested in signing up for a committee or volunteering in any other capacity to support our mission?**

YES NO

5. **What is your reason for attending this Town Hall?** Please check all that apply.

I am a parent/guardian who is interested in sending my child to Capital Prep Middletown

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_____ 9 _____

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_____ no _____



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MIDDLETOWN
CHARTER SCHOOL

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Name and Full Address: Must include street & zip code	Best Way to Contact Me: Please provide your email address and/or telephone number.	I have a student who will be able to attend Capital Preparatory Middletown. Please indicate Yes or No	If you answered yes, please indicate what grade your student is currently in.	Please Add Your Signature below
Monica Davis 28 Traverse St. 06457	XXIIMoniceX @yahoo.com	Yes	2nd	Monica Davis
Quatina Frazer 91 Santangelocir 06457	QFRAZER@gmail.com	No		Quatina Frazer
Sana Cotten 50 Ferry St #1C Middletown CT 06457	SanaCotten@gmail.com	Yes	9	Sana Cotten
Joshua Cotten 50 Ferry St #1C Middletown CT 06457	Scottensyripdq@gmail.com 860-857-6306	Yes	9	Joshua Cotten
Elizabeth Marshall 40 Broad St Middletown CT 06457	860-834-0377	Yes	K	Elizabeth Marshall



CAPITAL PREPARATORY
MIDDLETOWN
 CHARTER SCHOOL

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Name and Full Address: Must include street & zip code	Best Way to Contact Me: Please provide your email address and/or telephone number.	I have a student who will be able to attend Capital Preparatory Middletown. Please Indicate Yes or No	If you answered yes, please indicate what grade your student is currently in.	Please Add Your Signature below
Ashley Jones 580 High St. Middletown CT 06457	800 759 8105	No yes	pre-k	<i>Ashley Jones</i>
Gregory Brown 27 Riverside Dr Middletown CT 06457	860 993 3399	yes	K-2	<i>Gregory Brown</i>
Shay Williams 102 Main St ext. Middletown CT 06457	860-797-5890	yes	pre-k	<i>Shay Williams</i>
Brandon Tucker 21 Summer Hill Rd 06457	551-998-9146	yes	4th	<i>Brandon Tucker</i>
29 Transverse St Middletown CT 06457	860 815 4022	Yes	Date card	<i>Erin Santiago</i>



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MIDDLETOWN
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Name and Full Address: Must include street & zip code	Best Way to Contact Me: Please provide your email address and/or telephone number.	I have a student who will be able to attend Capital Preparatory Middletown. Please indicate Yes or No	If you answered yes, please indicate what grade your student is currently in.	Please Add Your Signature below
ANTHONY MARTINEZ 19 TRAVERSE SQUARE 06457	(860) 831-6331	NO		<i>Anthony Martinez</i>
Shakera Jenkins 37 TRAVERSE SQUARE 06457	(860) 834-4152	YES	6	<i>Shakera Jenkins</i>
Monica Patricia Palacios 9 TRAVERSE SQ. 06457	800 262 3498	YES	Day care	<i>Monica Palacios</i>
Eleanore Deady 20 TRAVERSE SQ 06457	860 316-5672	NO		<i>Eleanore Deady</i>
Dominick Tucker 21 TRAVERSE SQ 06457	261-626-3341	NO		<i>Dominick Tucker</i>



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Shayla Freeman 300 Traverse Square 06457	800-471-3973	Yes	6 th	A.F.M.
Arneia Bond 40 Traverse St 06457	800-301-1765	Yes	11 th 8 th 6 th	Arneia Bond
Alison Matney 43 Traverse St Middletown 06457	860-346-2345	No!		Alison Matney
NORWELL WILLIAMS 22 TRAVERSE SQUARE 06457	475-224-1205	Yes	day/care	NW
JESSICA MOLINA 45 TRAVERSE SQ	903-687-5933	Yes	1st	J.M.



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Alison Carr 48 Traverse square 06457	860.867. 9191	Yes	3rd	
Debra Rose 17 Traverse 06457	800 975 5936	yes	7th	
Suzette Smith 197 Travers Sq 06457	860.894.0354	NO		
Taylor King 50 Traverse Sq 06457	860 759 5761	Yes	2nd	
Tina White 58 Traverse Sq. 06457	840-212-4700	Yes	pre-K4 4th 7th	



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Brittany Goodman 4 Traverse, Middletown CT 06457	bgoodman2@gmail.com	No		
Jeanette Freeman 293 Wall St Meriden ct 06456	Freemanjeanette@yahoo.com	No		
Brian Berry 15 Traverse Sq Middletown CT 06457	_____	No		Brian Berry
Tadley Ross 163 Pearl St Middletown CT	RossTadley@gmail.com	No		Tadley Ross
Crystal Loggese 27 traverse Sq	860 262 0978	Yes No		



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Andrea Gaskins 141 Johnson Street Middletown, CT 06457	860-893-382	If you open up soon, she's a Junior	11th	<i>A. Gaskins</i>
Parrish Hallum 146 Grand St-R1 Merriden CT 06450	203-886-7695 Parrishhallum@gmail.com	No		<i>Parrish Hallum</i>
Yvette Highsmith Francis 31 Empire Blvd Roslindale MA 01927	yvettehsmith@gmail.com	N/A		<i>Yvette Francis</i>
Colleen Alteclme 120 Barber Rd Middletown CT 06457	colleen@avil.com 860-375-9553	N/A		<i>Colleen Alteclme</i>
Andrew White 211 Julia Ter 06457	drewwhite023@yahoo.com	N/A		<i>Andrew White</i>

*



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Caren Perry 183B Reswood Dr Middletown CT 06457	860 380 5247	NO		<i>Caren Perry</i>
Lou Perry 95 Bailey Rd Middletown, CT	RPERRY@REACT.NET	YES	4TH	<i>Lou Perry</i>
André White 211 Twin Terr Middletown, CT 06457	dwhite093@yahoo.com	NO		<i>André White</i>
Alan Marshall 108 Havassy Drive Meriden CT 06450	Alan.Marshall@react.org	YES	K-1	<i>Alan Marshall</i>



CAPITAL PREPARATORY
MIDDLETOWN
CHARTER SCHOOL

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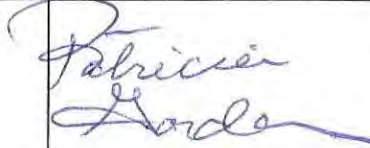


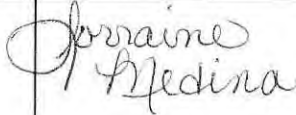
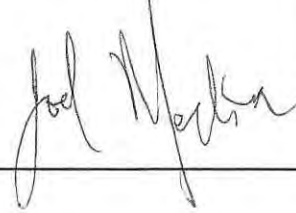
Name and Full Address: Must include street & zip code	Best Way to Contact Me: Please provide your email address and/or telephone number.	I have a student who will be able to attend Capital Preparatory Middletown. Please indicate Yes or No	If you answered yes, please indicate what grade your student is currently in.	Please Add Your Signature below
Mavis Ackeish 59 Traverses St Middletown CT 06455	860-834-0377	Yes	12	



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Patricia Gordon 16-GREENWICH COURT MIDTWN, CT 06457	860 948 0101	NO		
Juliette Gordon 16 Greenwich Ct. Middletown, CT 06457	860-990-0329 juliettegordon @gmail.com	No		
Corey Gordon 115 Schuyler Ave Middletown, CT 06457	cgordon05@ yahoo.com	yes	3rd, 2nd	 SR
LORRAINE MEDINA 285 FARM HILL RD MIDDLETOWN, CT	LORRAINE@HEAVENS@ GMAIL.COM	NO		
Joel Medina 285 Farm Hill RD Middletown CT 06457	760-655-7465	NO		



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Tamiya Jack Henderson 17 Howard Ave Middletown, CT 06457	Email Tamiya1228@msn.com	Yes	6th 1st 1st	Tamiya Jack Henderson
Leila L. Jarrett 11 Cedarland Court Cromwell ct 06416	914-772-4363	Yes	K 3rd	Leila L. Jarrett PhD Lect
Christina Rivera 16 Cotenfield Court Middletown, CT	Riverachristina29@gmail.com	Yes	6th 4th	Christina Rivera



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Sheron Scott 161 Cynthia Lane #3 Middletown CT 06457	shere@att.net (860)381-7367	NO		
Steve Hill Sr 161 Cynthia Lane #3 Middletown CT 06457	shill518@gmail.com	NO		
Maggie Soto 161 Cynthia Ave Middletown, CT	sobasompl@gmail.com	NO		
Layda Soto 161 Cynthia Ct Middletown	ladasoto@gmail.com	NO		



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Anne Bertz 391 Farmville Middletown CT	860-798-3193	NO	-	<i>Anne Bertz</i>
Janice Spada 22 McIntosh Circle Rocky Hill CT 06067	800-301-2452	NO		<i>Janice Spada</i>
Wayne Lombardo 571 Town Street Middletown, CT 06456	860-873-9835	NO		<i>Wayne Lombardo</i>



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Robert James Robert James PO Box 1692 Middletown CT 06457	firedog007@sbglab.net	NO	NO	
Susan Glueck 163 Cynthia Lane Middletown CT 06457	ssanglueck@hotmail.com	NO	N/A	
Tara Glueck 94 Cynthia Lane Middletown, CT	jayceglueck855@gmail.com	NO		
RAYMOND THIESEN 94 E-8 CYNTHIA LN MIDDLETOWN, CT 06457	raytheo@infonline.net	NO		Raymond Thiesen
Anita C. Schofield 207 Plaza Drive Middletown, CT 06457-2505	(203) 982-3036 aschofield@yahoo.com	NO		



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Ray Dean 92 Cynthia Ln, B4 06457	doanraymond@icloud.com	<input checked="" type="checkbox"/> No		
Carol Kane 98 F2 Cynthia Ln 06457	calnj@comcast.net	No		
Bernadette Perry 94 D8 Cynthia Lane 06457	bs.perry2000@yahoo.com	No		
Cynthia James PO Box 1692 Middletown, CT 06457	carj1231@icloud.com	No		
Farris Moore 94 Cynthia Lane Middletown, CT 06457	farrisme@hotmail.com	Yes	Pre-school	



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Keenan Siegel 31 August Rd Simsbury CT 06069	860-751-2336 kasiegel@go.granite.edu	no		
MAREN# KHAWKA 94-44 CYNTHIA LN MIDDLETOWN CT 06457	860-834-0558	NO		
Jacek Kawka 94 Cynthia Lane APT 44 MIDDLETOWN CT 06457	860-834-0857 #2khawk69@comcast.net	NO		
Julia Kawka 94 Cynthia Lane APT 44 Middletown, CT 06457	860-834-9384	No		

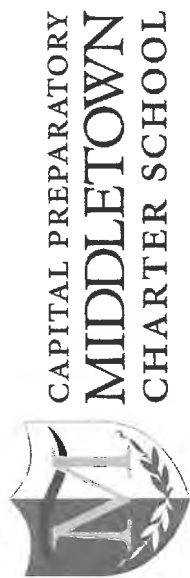


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Micaliah Buttaro 161 B-Cynthia Lane Middletown CT 06457	860-682-4580 Sealgirl17@gmail.com	No	X	Micaliah Buttaro
Geonna Snyder 161 Cynthia Lane AP53 Middletown CT 06457	860-759-9312	No	X	Geonna Snyder
Gwen Perry 183 Basswood Dr Middletown CT 06457	860-250-5247	No	X	Gwen Perry
ANNETT Perry 183 Basswood Middletown	860-846-5960	No	X	Annette Perry
JENNIFER AMES 94 W. WYNDS TERR MIDDLETOWN CT 06457	860-508-3117	No	X	Jennifer Ames



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MARTIN R-13021K 77580NA DR 06457	PNH140@AOL.COM	NO		Marty Rybczyk
Niki Rybczyk 77580NA DR Middletown, CT 06457	nikirybead.com 561-768-3401	NO		Niki Rybczyk
DeBy Rybczyk 77580NA DR Middletown, CT 06457	Nanadbsp@aol.com 561-512-8868	NO		Nancy Rybczyk
JOSEPH BUTTARO 16188 CYNTHIA LN MIDDLETOWN, CT 06457	buttar@SDCqbbal.net 860-558-9452	NO		Joseph Buttar
CYNTHIA BUTTARO 16188 CYNTHIA LN Middletown, CT 06457	860 558-5561	NO		Cynthia Buttar



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Tamarra Kelly 18 R Pent Rd. Durham, CT 06422	tkeil2@yahoo.com	No		Tamarra Kelly
Arlene Dossat 518 Forbes St. East Hartford CT 06118	arlenedossat 122150@att.net	No		Arlene Dossat
Sara Guild 103 Speed Hill Road Meriden, CT 06448	SLBGUILD@ aol.com	NO		Sara Guild
Connie Cross 98 Cynrose Meriden, CT	ccross0713 @gmail.com	NO		Connie Cross
Ann Wanter 65 Heather Heights Meriden, CT	annwanter7@gmail.com	NO		Ann Wanter



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Cheryl O. Champagne 28 Woodhaven Rd Ridgely Hill, CT 06067	cchamp2@col.net	N		<i>Cheryl O Champagne</i>
KAREL GIANNOTTI 31 Oak Ridge Dr Meriden, CT 06450	giannotti@att.net	N		<i>Karel Giannotti</i>
ANNA ROSENTHAL 23 MICHAEL DR PORTLAND CT 06480	anrose@aol.net	N		<i>Anna Rosenthal</i>
Tina Hetrick 192 Penfield Hill Rd Portland, CT 06480	tinahetrick@gmail.com	N		<i>Tina Hetrick</i>
Debbie Cee 145 Connecticut Ave Newington, CT 06111	Dceemctosmail.com	N		<i>Debbie Cee</i>



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John Pennuto 9 Bailey Rd Middletown, CT 06457	jpennuto@comcast.net	NO		
Ann Pennuto 112 Bailey Rd. Middletown, CT 06457	apennuto@comcast.net	NO		
Elaine Petrovsky 103 Redstone Dr Rocky Hill, CT 06867	elaine.petrovsky@comcast.net	NO		
Mary Ellen Dombrowski 158 Ox Yoke Dr Wethersfield, CT 06109	medomb70@smail.com	NO		
Theresa Hayes 63 Olney Rd Wethersfield, CT 06109	thayes2@gmail.com	NO		



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Shanda Salaam 1164 Shurpikie Rd Cromwell, Ct 06466	ssalaam20@gmail.com gmail.com	no	12th	Shanda Salaam
Rev Virginia Child 20 Rosemont Dr E Providence RI	pastorchild02914@gmail.com	no	-	VH Child
Robert Anderson 101 Washington Rd Falls Church, VA 617-551-1122	860-817 3330	no		[Signature]
Rev. Kim Cotter 322 Butternut Middletown, CT	800-538-2938	no		Rev. Kim Cotter
Dana DeWittson 66 Devere Ave Merriden CT 06457	803-631-8064	no		Rev Dana DeWittson



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Rev. William D. Wilson 9 Blue Hill Road Middletown, CT. 06457	REVWDWilson@Hotmail.com (860) 930-2747		/	Rev. William D. Wilson
James R Johnson 52 Ridge wood St New Br. Inn. 06053	JAMESRJOHNSON 860-958-6368	NO		James R Johnson
Sandra Steek 587 No. Colony St Middletown CT 06450	860 490-9758	NO		Sandra Steek
Rev. Carleton J. Giles 22 Bellevue Terr Middletown, CT 06457	860 347 0826	NO		Rev. Carleton J. Giles
Rev. Ethel Graham 224 Bailey Road Middletown CT. 06457	860 558 4734 pastorjrm@gmail.com	yes		Rev. Ethel Graham



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Lounether Greenwood	860 890-1665	yes	Sambay freeman 5th grade	
Queen Williams 70 Andrews St. Middletown, CT	860 346-4977	NO		
LEANN - 100 907 PINEA DR. MIDDLE TOWN CT 06457	203- 808-5105	NO	N/A	



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KELLY CARLSON 417 Daddario Middletown CT 06459	ek017291@1666 kellycarlson22@gmail.com	Y	2nd	K-Carlson
HA SSIAN Touhy 399 Board Rd	Hassanteni@gmail.com	Y	1st	[Signature]
REV. MACK ELDER 6 MYSTIQUE LANE CROMWELL CT 06416	860 984-9676	NO	—	Rev. Mack Elder



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1110 Shika Pantoja 99 santangelo circle 06457	860-960-2882	yes	9 grade 5 grade 3 grade	M. Pantoja
Erica Rosendo 58 Stoneycrest Dr Middletown 06457	475-343-7540	no	N/A	E. Rosendo
Luis Ortiz 93 Santangelo Middletown CT 06457	(860) 538-8958	-	-	Luis Ortiz
Chris Ortega 11 Maplewood Terrace 06457	860-262-1342	yes	6th	Chris Ortega
Beliz Gonzalez 53 Santangelo Circle Middletown CT 06457	860 797 0744	no		Beliz Gonzalez



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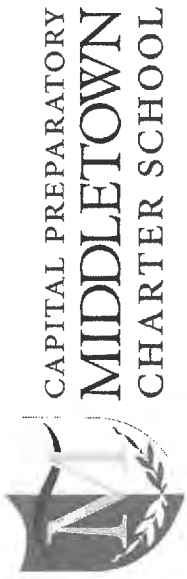
Name and Full Address: Must include street & zip code	Best Way to Contact Me: Please provide your email address and/or telephone number.	I have a student who will be able to attend Capital Preparatory Middletown. Please indicate Yes or No	If you answered yes, please indicate what grade your student is currently in.	Please Add Your Signature below
Irma Mejias 65 Cubeta Rd Middletown, CT 06457	860 797 1501	no		Irma Mejias
Teshique Winborne 60 Santangelo Cir Middletown, CT 06457	(860) 258 9101	yes	Kindergarten 10	Jas
Frederick Fort 50 Santangelo Circle 06457	(860) 610 9364	No	10	[Signature]
Teresa Rodriguez 50 Santangelo Cir Middletown, CT 06457	203 (860) 600 6646	yes	10th	Teresa Rodriguez
Jannkaira Maura 54 Santangelo Circle Middletown, CT 06457	(860) 834-3577	yes	1st	[Signature]



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Jimmelle W. Ford 82 Summer Hill Rd Middletown 06457	860-770-3097	Yes	Kid	
Rionelle Fortune 35 Scarsdale Circle Middletown 06457	850-305 1429	NO	—	
Ivis Rodriguez 25 Santangela Cir. Middletown ct 06457	860-997 3641	NO	—	
Karmarie Green 402 Long Lane Middletown	203 631-5544	Yes	7th grader 3rd grader	
Rosette Masson 116 Long Lane Middletown 06457	954-225-5134	Yes	College	



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Joyce A. Rowson 426 Long Ln, Middletown, CT, 06457	Boucoment.Joyce@prep.com	YES	4 th	Joyce B.
TYRONE JAMES 1 Heather Sq. Middletown, CT	tyronejames @hotmail.com	NO	—	Tyrone James
Jasmine James 16 Kieft Rd Middletown, CT	jasminemarianah @yahoo.com	NO	—	Jasmine James
Khaoula Moukhliiss 14 Kieft rd Middletown CT	Khaoula.moukhliiss92 @gmail.com	Yes	4 th Prek	Khaoula Moukhliiss
Angela Nieves 24 Kieft Rd Middletown CT	Angela.nieves328 @gmail.com	YES	Ballcare 8 th Grad	Angela Nieves



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Angela Weikard 60 Cubeta Rd. Middletown, CT 06457	XXXXXXXXXX awelfare431@gmail.com	Mandeisha Brown yes	ath	Angela Weikard
Jacob Brown 60 Cubeta Rd Middletown, CT 06457	Blim231@a Yahoo.com	Yes	ath	Jacob Brown
Kerry Pingree 18 Cubeta Rd Middletown, CT 06457	K-Pingree@a Yahoo.com	NO		Kerry Pingree
Aida Ramos 16 Cubeta Rd Middletown, CT 06457	860 301-9091	Yes	5th	Aida Ramos
Kashanda Spivey 37 Cubeta Rd Middletown, CT	Kashandas@a Gmail.com	Yes	1st	Kashanda Spivey



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Christy Sardi 86 Cubeta Rd Middletown CT 06457	860-538-7481	Yes	1 st grade	
Deborah Guzman 120 Daddario Rd Middletown CT 06457	860-853-8942	Yes	1 st grade	
Susan 96 Daddario Rd Middletown, CT 06457	Mr. Pizarro @ kcloud	Yes	4 1	
Anna Martella 96 Daddario Rd Middletown 06457	860-778-9366	—	—	
Mariajo Ismael 39 Daddario Rd Middletown 06457	Kf-Mossaine66@gmail.com	Yes	1, 3, 4	



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Capital Prep Middletown will start with grades 6-12 and after year three will open K-5, becoming a full K-12 in its third year.

Name and Full Address: Must include street & zip code	Best Way to Contact Me: Please provide your email address and/or telephone number.	I have a student who will be able to attend Capital Preparatory Middletown. Please indicate Yes or No	If you answered yes, please indicate what grade your student is currently in.	Please Add Your Signature below
Francis Rodriguez 214 Cubeta Rd Middletown 06457	marerlisrvalme.com	yes	12 - 10th	<i>[Signature]</i>
Rosemary Rose 59 Cubeta Rd Middletown, CT 06457	303-476-3118	yes	13 12th; Kindergarten	<i>[Signature]</i>
Jannise Jordan 64 Cubeta Middletown, CT 06457	860-807-6788	yes	2	<i>[Signature]</i>
Frank Mejias 65 Cubeta Rd Middletown, CT 06457	(860) 797-1501	—	—	<i>Ashley Bongibon</i>
Thelma Hernandez 126 Dacalaria Rd Middletown, CT 06457	501-853-8942	—	—	<i>Thelma Hernandez</i>

Ashley
Bongibon



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Diamond 83 Daddario Rd Middletown CT 06457	clizmond@ixis.com 15515@gmail.com	No	—	
Lorraine Stewart 62 Daddario Rd Middletown CT 06457	Upstewart10@gmail.com (800)706-27935	YES	1 st , 8 th , 3 rd	
Gillian Hunter 61 Daddario Rd Middletown CT 06457	ghunterhall1917@gmail.com	—	—	Gill Hunter
Connie Rivera 53 Daddario Rd Middletown CT 06457	crovera39@comcast.net	NO	—	Connie Rivera
Dominique Prinsbe 197 Daddario Rd 06457	Dom.kal1010@yahoo.com	yes	kindergarten 15 th 3 rd	



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End go remax cousin Middletown	914.803.9506	Y	3 yrs old	[Signature]
Pat CHAVIS 33 Carrillon Dr 06007	pchavis0304@ sbcglobal.net	NO	-	Pat Chavis
Carolyn El-Fun 12 Longview Dr 06002	elawin_candyn@ gmail.com	NO	-	Carolyn El-Fun
Marcia Wolf Apt. c1 65 W. Beacon St. West Hartford, CT 06119	marcia.wolf@ 778@gmail.com	NO	-	Marcia Wolf
S Sharief 66 Forest Lane 06119	sajelained@aol.com	NO	-	S. Sharief



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Carol Shimoda-Bloom 5 Longworth Ave Mith Ct 06457	(860) 770-2617	NO	8	C. Bloom
Bristie Shimoda 7 Longworth Ave. Middletown, CT 06457	860 8346011	NO	0	C. Shimoda



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Leroy Miller 557 South Meadow Ave. New Britain, CT 126052	860 2096605	No		<i>Leroy Miller</i>
Cielyn B. Clemon See as above	(860) 759-8587	No	N/A	<i>Cielyn B. Clemon</i>
Kahlil Brooks 5941 main st. apt 4A 06457	(813) 502-6277	yes	9th	<i>[Signature]</i>
Demarius Burgess 206 Plover Ave Middletown, CT 06457	860-301-5131	No	N/A	<i>[Signature]</i>
Dawn Brooks 20 Fir Lane Middletown, CT 06457	860-997-1122	No	N/A	<i>[Signature]</i>