

SECTION 2: 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.

Danbury Prospect Charter School
Proposed Charter School Name

Danbury
School Location (city, town)

September 2018
Proposed Opening (month, year)


Contact Person: Daniel Rubenstein
Organization: Prospect Schools
Street: 80 Willoughby Street
City: Brooklyn State: NEW YORK Zip: 11201
Telephone: (718) 643-1086 Fax: _____ E-mail: drubenstein@brooklynprospect.org

Returning Applicant: Yes ☐ No ☒ (please circle)

| TYPE OF SCHOOL | |
|----------------------|-------------------------------------|
| Local charter school | <input type="checkbox"/> |
| State charter school | <input checked="" type="checkbox"/> |

| FACILITY | YES | NO |
|---|-------------------------------------|--------------------------|
| Do you presently have access to a facility suitable for a school? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| If yes, when will you be able to take occupancy? | Date <u>August 2018</u> | |

| PROJECTED STUDENT ENROLLMENT | | | | | | | | | | | | | | | |
|------------------------------|----|---|---|---|---|---|---|-----|-----|-----|-----|----|----|----|-------|
| | PK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
| Year 1 | | | | | | | | 110 | | | | | | | 110 |
| Year 2 | | | | | | | | 110 | 110 | | | | | | 220 |
| Year 3 | | | | | | | | 110 | 110 | 110 | | | | | 330 |
| Year 4 | | | | | | | | 110 | 110 | 110 | 110 | | | | 440 |
| Year 5 | | | | | | | | 110 | 110 | 110 | 110 | | | | 550 |


Signature (Charter Applicant Representative)

08/10/2017
Date

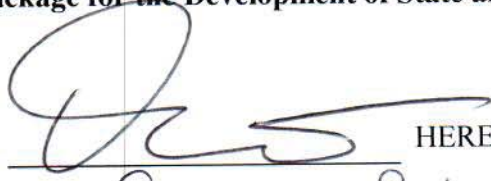
APPENDIX H: STATEMENT OF ASSURANCES

STATEMENT OF ASSURANCES

CONNECTICUT STATE DEPARTMENT OF EDUCATION
STANDARD STATEMENT OF ASSURANCES
GRANT PROGRAMS

Application Package for the Development of State and Local Charter Schools

THE APPLICANT:



HEREBY ASSURES THAT:

Prospect Schools

(insert Agency/School/CBO Name)

- A. The applicant has the necessary legal authority to apply for and receive the proposed grant;
- B. The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application;
- C. The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant;
- D. The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the State Board of Education and the Connecticut State Department of Education;
- E. Grant funds shall not be used to supplant funds normally budgeted by the agency;
- F. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;
- G. The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the Connecticut State Department of Education, including information relating to the project records and access thereto as the Connecticut State Department of Education may find necessary;
- H. The Connecticut State Department of Education reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant;
- I. If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding;

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.

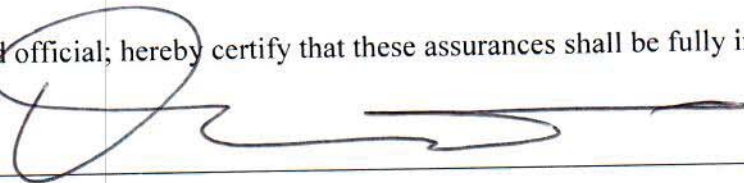
I, the undersigned authorized official; hereby certify that these assurances shall be fully implemented.

Authorized Signature:

Name: (typed)

Title: (typed)

Date:



Daniel Rubenstein

Executive Director

08/10/2017

Danbury Prospect Charter School

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SECTION 1: SCHOOL VISION AND DESIGN

Section I. School Vision and Design

1.1 Mission and Vision Statement

- 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.*

Mission:

Danbury Prospect Charter School will be a 6-12 college preparatory community where excellent teachers prepare a diverse student body to have a positive impact on society and a lifelong passion for learning.

Key Values of Danbury Prospect:

Danbury Prospect programs are designed to grow and foster in each student the following key values:

Curiosity--Develop sound judgment and intellect by asking questions confidently and thinking critically
Respect--Value others by taking a local and global perspective and appreciating differences

Persistence--Grow and learn by solving problems with determination, creativity and

tenacity
Passion--Succeed by approaching challenges with excitement, enthusiasm and self-assurance

Danbury Prospect Charter School will bring a world-class, rigorous middle and high school program to a community desperately in need of additional options. The Danbury community leadership and families have been integral in the formation of the school as the student population in Danbury is growing and the current options do not meet the community needs. Danbury Prospect Charter School will leverage the experience of the Prospect Schools network's management of four highly successful Brooklyn Prospect Charter Schools.

Core Purpose: To support our key values, our school model relies upon:

1. World-class Curricular program

Danbury Prospect will be an International Baccalaureate (IB) World School, offering the Middle Years Program in grades 6-10 and the Diploma Program in grades 11&12. The IB program is considered the gold standard for rigor and college preparation around the world. Our curriculum, designed around the pillars of the IB program, will communicate high academic standards by not only meeting Connecticut's Common Core State Standards, but exceeding these standards by inspiring the creative inquiry and problem solving, innovative critical thinking, personal reflection and collaborative learning necessary for student success.

Danbury Prospect's decision to utilize the IB program, is based on the enormous benefits the IB program demonstrated for middle and high school students. From a University of Chicago study¹, "What they found is striking: the Chicago Public Schools students who completed all four years of the IB program were 40% more likely to attend a four-year college, 50% more likely to attend a selective four-year college, and significantly more likely to persist in college than their matched peers outside the program. The program influenced not only their academic success but also their self-regard and confidence; in-depth interviews showed a strong academic orientation and high sense of self-efficacy." In Prospect School's first two years of graduating students from Brooklyn Prospect High School, students who earned their IB diploma placed out of as many as 15 college credit hours, essentially starting college with a full semester complete.

2. Unique diversity

When entering Danbury Prospect Charter School, visitors will observe the power of diversity in action. As supported by current educational research², diverse schools provide greater opportunities for students

¹ Coca, V., D. Johnson, and T. Kelley-Kemple (2011). *Working to My Potential: The Postsecondary Experiences of CPS Students in the International Baccalaureate Diploma Programme*. University of Chicago Consortium on Chicago School Research, Chicago.

² Page, S. (2007). *The Difference: How the Power of Diversity Creates Better Groups, Firms, Schools, and Societies (New Edition)*. PRINCETON OXFORD: Princeton University Press. Retrieved from <http://www.jstor.org/stable/j.ctt7sp9c>

to learn from one another. We are intentional in supporting diversity, and as such we will serve the socioeconomically and ethnically diverse families that make up the city of Danbury³. In our inclusive environment, students and families feel connected, empowered and engaged in the school community. Because of our small student to teacher ratios and uniquely designed advisory program with a focus on social emotional support, each Danbury Prospect student will know that he or she is supported in his or her development by a strong relationship with an adult who is especially connected to the student's experience. Danbury Prospect families will recognize that their role does not end when they drop their students off at our doors, and the school understands that a strong partnership between student, family and the school best carves a clear pathway for the student's academic success.

3. Excellent teaching.

Founded on the principle that the single most important factor that leads to a successful school is great, professional teachers, Danbury Prospect is committed to hiring, training and retaining excellent teachers. Our teachers are:

- Skilled in content area
- Enthusiastic professional collaborators, who recognize that teaching is a team sport
- Constantly improving their craft
- Engaged Danbury Prospect community members
- Committed to the Danbury Prospect Mission

High Academic Standards for Student Success

Danbury Prospect's goal is 100% of its students are well prepared for the academic rigors of the International Baccalaureate (IB) diploma program by the end of 10th grade; 100% of our students will be college ready by high school graduation. The advantage of our 6-12 school is contiguous academic back planning from our 100% goal that ensures aligned curriculum, and the time needed to prepare Danbury students to succeed in that goal. Prospect Schools college readiness definition is based on Professor David Conley's 4 Keys to College and Career Readiness.⁴

A Prospect student is ready for the IB DP if at the conclusion of the 10th grade year the student has demonstrated above grade level academic skills, scholarly habits, and readiness mindsets. A Prospect student is college-ready if he or she demonstrates IB Diploma readiness and progresses with additional milestones during the 11th and 12th grade years. The specific Academic Performance and Scholarly habits indicators that define college ready for Prospect students are below.

I. Academic Performance Indicators

1. Reads at or above a 10th grade level--measured by any standardized assessment: NWEA MAP RIT = 221 (spring assessment) or PSAT = 480
2. Basic mathematics fluency--measured by any standardized assessment: NWEA MAP RIT = 232, or PSAT = 480
3. Be able to read and/or write with sustained focus for at least 45 minutes
4. Be able to write a well-structured essay independently (without a scaffolded checklist)
5. Be able to solve a 10th grade-level, multi-step mathematics or science problem, independently
6. Pass all classes in 11th and 12th grade and performance tasks on the first attempt
7. Effort Grades in 11th & 12th grade reflect accuracy and high-quality work

II. Key Values as Scholarly Habits and Readiness Mindsets

1. Persistence: Grow and learn by solving problems with determination, creativity and tenacity
 - a. Set and achieve academic and behavioral goals that are challenging and realistic
 - b. Complete coursework, assignments and long-term projects independently
 - c. Identify and sustain involvement in an extracurricular activity for 2 years and complete a significant extracurricular project or internship
2. Curiosity: Develop sound judgment and intellect by asking questions confidently and thinking critically

³ Bernardo, R. (2017) "2017's Most Diverse Cities in America" Retrieved from <https://wallethub.com/edu/most-diverse-cities/12690/>

⁴ Conley, D. T. (2014). Getting Ready for College, Careers, and the Common Core. San Francisco; Jossey-Bass.

- a. Independently complete inquiry-based tasks that stretch them
 - b. Regularly question ideas and the opinions of others
 - c. Develop a mindset of continuous/lifetime intellectual improvement
3. Respect: Value others by taking a local and global perspective and appreciating differences
 - a. Come to class prepared to participate
 - b. Learn to balance many competing academic, extracurricular and social interests
4. Persistence: Grow and learn by solving problems with determination, creativity and tenacity
 - a. Set and achieve academic and behavioral goals that are challenging and realistic
 - b. Complete coursework, assignments and long-term projects independently
 - c. Identify and sustain involvement in an extracurricular activity for 2 years and complete a significant extracurricular project or internship
5. Passion: Succeed by approaching challenges with excitement, enthusiasm and self-assurance
 - a. Identify and demonstrate academic interest or interests
 - b. Demonstrate agency and excitement for his or her own goals, grades and course of study
 - c. Have clear post-secondary goals and use of school and/or community resources to achieve postsecondary goals

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.

Vision: *As a college preparatory school, Danbury Prospect is a small International Baccalaureate world school where 100% of its students are well prepared for the academic rigors of the International Baccalaureate (IB) diploma program by the end of 10th grade; 100% of our students will be college ready by high school graduation.*

The Danbury Prospect curriculum will challenge students to routinely engage their curiosity thereby developing their sound judgement and critical thinking skills. Interdisciplinary work will coordinate theories and concepts in a manner that grows in students both a local and global perspective, and respect for others, while at the same time focusing them on examining real life problems in classroom teams where their collaboration, persistence and creativity will lead to rewarding solutions. Cross-disciplinary projects will provide the autonomy and student choice necessary to help grow a love of learning in our students.

Achieving the Vision:

Danbury Prospect Charter School is built around 7 programmatic commitments that drive results:

1. **Commitment to Diversity**--Prospect schools are national leaders in utilizing intentionally diverse communities to support all students' learning. By utilizing positive peer culture, a diverse faculty and a globally focused program that supports the social identity of the students at their most formative years, Danbury Prospect puts students on track for college.
2. **Commitment to Academic Rigor**--Danbury Prospect utilizes the International Baccalaureate program, recognized worldwide as one of the most challenging academic programs- the "gold standard" in pre- university preparation. Danbury Prospect will become a fully authorized IB World School. Providing the IB Middle Years Program will ensure that students receive appropriate, aligned academic support beginning in 6th grade to ensure IB Diploma Program readiness by the end of 10th grade.
3. **Commitment to Excellent Teachers**--Danbury Prospect is committed to recruiting experienced expert teachers (with an average of 6 years experience) and demonstrated ability to propel students to high levels of academic achievement and immersing them in a highly collaborative and supportive environment, where they will receive constant observation, feedback and coaching.
4. **Commitment to Strong School Culture**--Danbury Prospect will have highly structured school environment that is warm and joyful.
5. **Commitment to Continuous Improvement through Data and Assessment**--Danbury Prospect will utilize data driven instruction and frequent assessment to ensure that all students are achieving.
6. **Commitment to Community**-- Danbury Prospect has grown out of the initiative from community

leaders and families. Danbury Prospect will continue to represent the Danbury communities' needs and engage with families and community leaders, including an active parent organization.

7. **Commitment to the Whole Child Approach--** Danbury Prospect will nourish the potential of all students through enrichment activities, social emotional support systems⁵, and extended school-year supports.

Two additional factors that will strongly influence the success of our students, family engagement and ensuring our teachers remain primarily focused on teaching and learning:

1. **Small School Impact--**Danbury Prospect will be an intimate environment with a student teacher ratio of 13:1, where all students are known, develop strong peer to peer relationships, and no student will choose to opt out of learning. The comprehensive district high school in Danbury is currently the largest high school in Connecticut and all of the existing middle schools in Danbury are significantly larger than Danbury Prospect. By having a grade size of approximately 100 students, no student will be "lost" at Danbury Prospect, and a collective identity and bond will form between each student and their grade level class.
2. **Proven School Model and Experienced Leadership--**While driven and governed by the local community, Danbury Prospect will be part of the successful Prospect Schools network and will benefit from network leadership and practices in place for and improved over a decade. The school will be held accountable by its Danbury Prospect Governing Council, composed of local citizens- some of whom led the initiative to bring a charter school to Danbury and themselves grew up, raised or are raising children in the Greater Danbury community, and all who are committed to and understand the needs of the city. Danbury Prospect will benefit from curriculum and systems perfected over the past eight years of operation. The Danbury Prospect Charter School Principal, Kim Raccio, herself from Connecticut, is an experienced principal who has already founded two highly successful Prospect Schools. In addition, Danbury Prospect will continue Prospect Schools long collaboration with Achievement First, the most successful charter management organization in Connecticut. As a member of Achievement First's Charter Network Accelerator Cohort Two, Danbury Prospect will receive ongoing operational support as well as curriculum support in mathematics and literacy from Achievement First. In order to support a network growing into two states, NY and CT, Prospect Schools is a not-for-profit Charter Management Organization (CMO). Danbury Prospect will have a management agreement with Prospect Schools CMO.

What Danbury Prospect will Achieve for the Community:

Danbury Prospect will provide Danbury a continuous 6-12 program that offers an outstanding academic program, excellent faculty, and its leadership's proven ability to serve a student population similar to Danbury's.

The Danbury community began conversations about opening Danbury Prospect school in 2014 when a group of community leaders, elected officials and parents came together in a joint task force to consider how to best meet the need and desire of community families for additional school options in compliment to the existing district schools. Guided by work with the Danbury mayor, and religious and community leaders, the planning team recognized Danbury's increasing student population, extreme need for additional middle school options and wanted a school that truly serves all students, especially Danbury's large immigrant population. Danbury Prospect Charter School will be the embodiment of the community vision.

Current State of Danbury Schools

Danbury is a growing city and Danbury public schools are struggling to accommodate the influx of new students. The district is the state's 7th largest school district enrolling over 11,000 students, pre-K through 12 grade, including 12 elementary schools; 3 middle schools; one public high school and one public career and technical

⁵ Kendziora, K., & Yoder, N. (2016). When Districts Support and Integrate Social and Emotional Learning (SEL): Findings from an Ongoing Evaluation of Districtwide Implementation of SEL. *Education Policy Center at American Institutes for Research*.

school. In Danbury⁶, 38% of public school students speak a language other than English at home and 28% of students are English language learners (ELL). Student poverty in Danbury has doubled to 16% over the past 10 years and Danbury's low-income student population has increased more than 25% (to now 56% of students) since 2005.

As mentioned above, Danbury currently has the largest high school in Connecticut at nearly 3000 students. Danbury Prospect High School with 400 students will provide a much needed alternative college preparatory school for the community.

In response to numerous conversations with current Danbury families and community leaders combined with student achievement and enrollment data, the founding team is proposing a grade 6-12 school for the city of Danbury. Our analysis of Danbury student data (discussed below and in greater detail in section 3.1) found a significant enrollment and achievement need in grades 6-12.

A look at the 2015-16 Smarter Balanced Assessment

Consortium (SBAC) administered to 3rd-8th graders statewide, shows that, overall, 66% of Danbury students are not meeting proficiency levels in math and 53% are not meeting the standard in ELA⁷.

A closer look reveals that 3rd graders in Danbury are keeping pace with 3rd graders across the state in math and ELA. The same can be said for students in 4th and 5th grade. However, the proficiency gap widens when examining the middle schools. In Danbury, 6th and 7th graders underperform their statewide peers by 10 and 14 percentage points, respectively in math.

| | <i>Students Performing at Levels 3 or 4 by LEA on Smarter Balanced Math, SY 2015- 16⁷</i> | | | | | | |
|-------------------------|--|---------|---------|---------|---------|---------|---------------------|
| District | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | All Grades Combined |
| Danbury School District | 47.1% | 41.4% | 38.3% | 27.4% | 24.5% | 24.4% | 34.2% |

Figure 1. SBAC Math, SY 2015-2016

In ELA, 6th and 7th graders in Danbury score 10 percentage points lower than their statewide peers. Combine proficiency levels with the issue of overcrowding from a rapidly growing city and it becomes increasingly clear⁸ that there is a need for more high quality middle school options in Danbury.

| | <i>Students Performing at Levels 3 or 4 by LEA on Smarter Balanced ELA, SY 2015- 16⁹</i> | | | | | | |
|-------------------------|---|---------|---------|---------|---------|---------|---------------------|
| District | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | All Grades Combined |
| Danbury School District | 47.8% | 51.2% | 54.6% | 41.3% | 42.1% | 44.5% | 47.0% |

Figure 2. SBAC ELA, SY 2015-2016

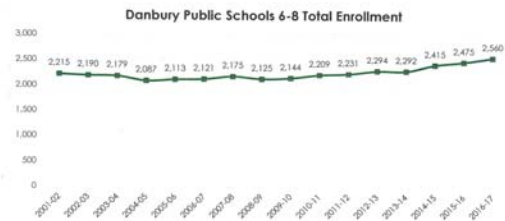
Looking further at the data, Danbury's three middle schools-Broadview, Rogers Park, and Westside Academy are all overcrowded- see Figures 3 & 4.

⁶ Content provided by the US Census bureau for the years 2010, 2011, 2012, 2013, 2014 and 2015, 2016.

⁷ Conn. State Dept. of Educ., Smarter Balanced in Connecticut: A New Starting Point for Future Growth, 2014-2015 Smarter Balanced Assessment Statewide, District, and School Scores, Aug. 28, 2015, Conn. State Dept. of Educ., State Department Of Education Releases New Test Scores: Scores Present a New Starting Point for Growth, Statewide Scores in English Language Arts Exceed Expectations, Match Expectations for Math, Aug. 28, 2015, http://www.sde.ct.gov/sde/lib/sde/pdf/pressroom/state_releases_new_test_scores_2015.pdf

⁸ Comprehensive Enrollment Analysis and Projections Prepared for Danbury Public Schools, Feb 1, 2017 by Malone MacBroom

⁹ Conn. State Board of Educ., Connecticut Smarter Balanced Assessments for English Language Arts/Literacy and Mathematics Interpretive Guide, 2015



- 6-8 enrollment has increased 15% in the last five years, and 21% in the last ten years

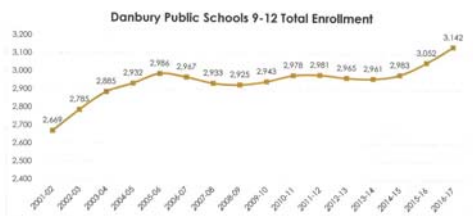
MILONE & MACBROOM

Prepared for Danbury Public Schools

25

Figure 3. Danbury Public Schools Grade 6-8 Enrollment

place within the world. Students in grades 6-12 will benefit from taking part in an Advisory program that coaches students to self-reflect through daily discussions regarding both academic and social interactions. A variety of teaching models from co-teaching to class pull outs will ensure all students receive the academic support needed. The curriculum is designed to meet the changing needs of students across the middle and high school grade levels.



- High School enrollment has increased 5% in the last five years, and only 6% over the last ten years
- However, as larger grade cohorts have begun entering, rate of growth has surged over the last two years

MILONE & MACBROOM

Prepared for Danbury Public Schools

27

Figure 4. Danbury Public Schools 9-12 Enrollment

The combination of comparatively lower proficiency test data, overcrowding and long waiting lists for choice schools compelled the Danbury founding team to build their task force to find additional, strong academic options for their community.

Danbury Prospect will immediately provide a positive impact on the greater community by providing relief to the overcrowding in community schools at the middle school level, and will bring to Danbury a continuous 6-12 program with an outstanding academic program.

Impact for students and families

Danbury Prospect's small grade and class size will ensure students are supported in engaging with the world around them and understanding their own

Parents will be engaged in their child's education with frequent updates from teachers, opportunities to be in the classroom and optional times to learn together. In addition, Danbury Prospect anticipates building an active Parent Teacher Organization, reserving a seat on the Danbury Prospect Board for a parent and offering workshops for parents on supporting their child's educational growth. Danbury Prospect will recruit a set of families who meet with the principal monthly to discuss emerging issues from both the family and school's perspective to collaborate. They will design a monthly meeting and include a student presentation each month, and relevant topics to specific grade levels, such as "Dealing with Transition" by school counselor for 6th and eventually 9th grade families.

Impact for teachers

Teachers will be drawn to and benefit from Danbury Prospect because of the extensive professional development, intentional collaboration time woven throughout the day and tightly knit community. Weekly professional development and observations support teachers in constantly improving practice. Each teacher's schedule includes meaningful time for thoughtful preparation and opportunities to collaborate with grade teams and department chairs on a weekly basis. Teachers will collaborate across subject areas so that a theme such as "propaganda" might be woven into ELA, Art and the Humanities subjects with each focusing on a different way of addressing the same topic. By modeling collaboration, topics and themes will be integrated seamlessly across subjects and students will identify the links around them.

Overall community of Danbury

Danbury Prospect will positively impact the city of Danbury as a whole through the intentional collaboration and sharing with Danbury Public Schools discussed further in section 1.5. The longest serving mayor in Danbury history, Mark D. Boughton, offers his "full support" for Danbury Prospect and is "impressed with the Prospect team, as they have invested in the Danbury community to build a strong foundation for this school." Mayor Boughton is so committed to Danbury Prospect that he is willing to provide a "facility for the school" (full letter of support in Appendix D). Mayor Boughton's interest in Danbury Prospect stems from his interest in

bringing the rigorous IB program and the focus on world languages to the city of Danbury to benefit all its residents.

1.2 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 founding group's core beliefs and values about education.

The mission of Danbury Prospect Charter School is to be a 6-12 college preparatory community where excellent teachers prepare a diverse student body to have a positive impact on society and a lifelong passion for learning. This mission will prepare our students to develop the love of learning that provides the foundation for lifelong personal and academic success. Each of our commitments stated in the mission and vision comes from strongly held educational beliefs.

The Danbury Prospect Team Core Beliefs and Values:

- **All students can succeed and a great school can achieve 100% college readiness.** At Danbury Prospect “all” means “all.” College readiness is the benchmark for academic success, and Prospect School’s experience has demonstrated that a high performing school with a purposeful seven year program can ensure all students succeed.
- **All students benefit from a diverse student body.** As a leader in intentionally diverse charter schools, Prospect Schools has demonstrated through the achievement of its student subgroups, that all students benefit from the sitting side-by-side in a classroom with students who come from significantly different backgrounds. Multiple studies from both Connecticut and beyond speak to the improvement of students’ academic performance in intentionally diverse classrooms^{10, 11}. At Danbury Prospect, students will not only learn from their teachers but also from the incredible diversity of student in their inclusive classrooms.
- **A rigorous and globally focused program--education should be forward thinking and give students the opportunity to think globally.** Danbury Prospect believes that education should provide students the skills they need to succeed in the next 20 years, not a regurgitation of the past 20 years. Danbury Prospect, therefore, uses the highly regarded International Baccalaureate (IB) program, a rigorous, innovative, internationally recognized college preparatory program. Danbury Prospect will follow the Middle Years Program (MYP) grades 6-10 and the Diploma Program grades 11-12. The rigor of the IB will ensure that all instruction meets college readiness standards. Both the IB MYP and DP align with the Common Core State Standards, Next Generation Science Standards and Connecticut state frameworks, thus providing students with a unifying, rigorous, global framework to enhance their overall academic performance.
- **Excellent teaching is the most important student achievement lever of the variables that we can control.** Danbury Prospect is deeply committed to recruiting, training and retaining excellent teachers, and continuing Prospect Schools long practice of hiring experienced expert teachers. Danbury Prospect’s hiring practices and strong network-led teacher training will ensure that every student has an excellent teacher to lead his or her classroom.
- **Students learn best when expectations are made clear in a highly structured orderly environment.** Danbury Prospect will be a well structured, intimate community where excellent teachers strike an

¹⁰ Ayscue, Jennifer; Levy, Rachel; Siegel-Hawley, Genevieve; & Woodward, Brian. (2017). Choices Worth Making: Creating, Sustaining and Expanding Diverse Magnet Schools. *K-12 Integration and Diversity*. UCLA: The Civil Rights Project / Proyecto Derechos Civiles. Retrieved from: <http://escholarship.org/uc/item/3555h0sr>

¹¹ Kamenetz, A. 2015 “The Evidence that White Children Benefit from Integrated Schools. Retrieved from: <http://www.npr.org/sections/ed/2015/10/19/446085513/the-evidence-that-white-children-benefit-from-integrated-schools>

appropriate warm/firm balance with students. Students learn best in a joyful warm environment that has clear boundaries and expectations that are set and followed school-wide.

- **Great schools continuously improve and the constantly examine data.** Effective, responsive and frequent data cycles are a key lever for driving student results. Danbury Prospect will use daily exit tickets, weekly quizzes, network driven interim assessments and annual standardized testing data to constantly improve instruction. Heavily influenced by the data practices of RELAY Graduate School of Education, and Achievement First, Danbury Prospect will use data to ensure that every student is learning and on track for college readiness.
- **Students and families need a sense of belonging to the school community and the school must represent the best of the larger community's ideals and values.** Danbury Prospect believes that public schools are critical community organizations that bring together families from all walks of life. Students are best served in school communities that foster a sense of belonging to the student and his or her family. Danbury Prospect will ensure family involvement through a robust parent organization, frequent family events and engaging student led teacher-family-student conferences.

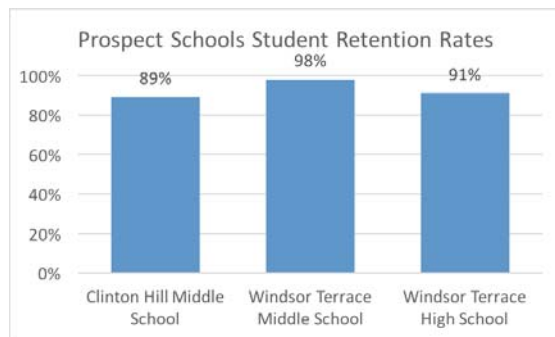


Figure 5. Prospect School Student Retention Rates

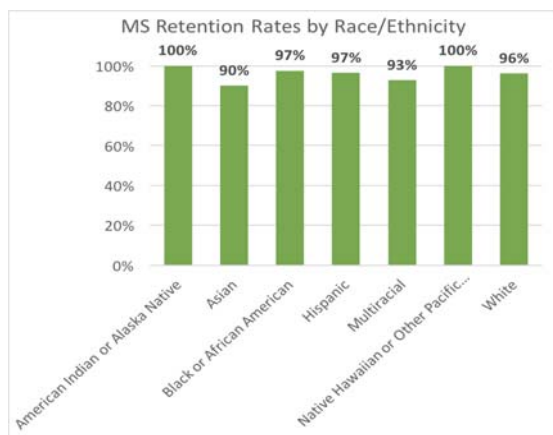


Figure 6. Danbury Prospect Retention Rates by subgroup

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

Danbury Prospect is fully committed to serving the diverse needs of all students including students with special needs, English language learners, students with free and reduced lunch status, and across racial and ethnic backgrounds.

Danbury Prospect Charter School's philosophy is grounded in research-tested methods of instructional practice coupled with social-emotional support structures which foster a warm, yet- demanding inclusive school culture. Below are four programmatic aspects of our school design that show the practical application in serving the diverse needs of all students: *Commitment to Strong School Culture*, *Commitment to Excellent Teachers*, *Commitment to Continuous Improvement through Data and Assessment*, and *Commitment to Rigor*.

Commitment to Strong School Culture. Danbury Prospect Charter School operates through a lens of inclusion, where heterogeneous student groups learn from one another throughout their educational experience. Our philosophical belief is that an orderly purposeful school culture fosters learning for all students. Students will wear uniforms, behavioral expectations will be aligned across classrooms and in our hallways, and teachers will have significant training in maintaining highly structured classrooms. The Advisory program will serve as a cornerstone to the academic curriculum where small groups of students will experience targeted social-emotional instruction designed to prepare them to meet the academic rigors of each grade level as well as explore issues of identity.

Inclusive multicultural school models have empirically been found to increase student achievement, decrease student attrition, and build in students' resiliency factors that lead to success to and through college comparative to schools that do not have these supports¹². Additionally, the past eight years of experience translating the

¹² Banks, J. A. (2015). Educating citizens for diversity in global times. In (6th ed., pp. 23-41). Boston, MA: Pearson.

Prospect Schools model to practice demonstrates how attention to school culture as a lever to support diverse populations leads to strong student retention rates, year over year (see Figure 5, above) across all race/ethnicities (See Figure 6, above). The average attrition in a year for NYC district schools is 24%¹³ - considerably higher than those of students who attend Prospect Schools. The majority of students leaving district schools are enrolling in a different NYC public school. Prospect's higher retention rate shows that students (and families) recognize that they are best served by our program, and for some, willing to travel to ensure their children can continue going to Prospect Schools.

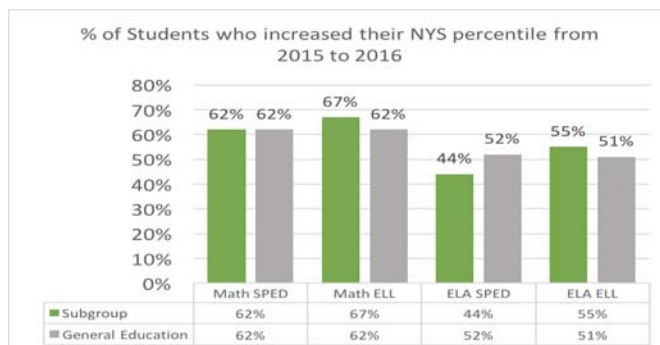


Figure 7. % of Students who Increased their Percentile (Growth Year over Year)

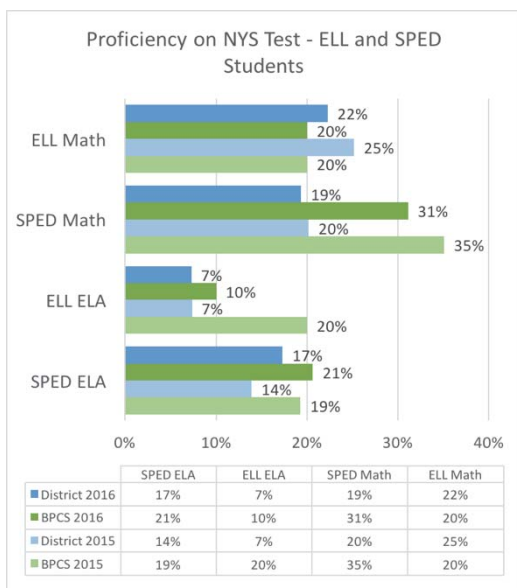


Figure 8. Special Education and ELL Populations

proficiency data was not available at the time of the writing of the charter).

Commitment to Excellent Teachers.

Successfully serving the needs of individual students in a diverse population begin with a lived commitment to ensuring that teaching is supported through recruitment, training, and resource allocation. Because of our commitment to an inclusion model, Danbury Prospect designs its recruitment practices to secure driven, diverse faculty that is representative of the student population.

Research has shown that a diverse faculty representative of the community served, is one of the largest levers in developing a stable and inclusive school culture which supports the worth, dignity, potential, and uniqueness of the

people within a learning context¹⁴. Additionally, excellent, inclusive teaching is emphasized through the collaborative team-teaching emphasis across classrooms. The Prospect Schools instructional design model recognizes that in order to authentically push student achievement for diverse learners, educators must not work in silos. Collaborative Team Teaching is re-conceptualized in the Prospect teaching model, as general education, special education teachers, and specialists consistently working together to reduce the student teacher ratio, to provide social-emotional support to students, and to work with students in small groups. All students receive a high level of care and support, which is connected back to the belief in inclusive practice, specifically as part of the process to de-stigmatize additional instructional supports as only going to students who are struggling. Figure 7, demonstrates how excellent teaching at Prospect Schools has led to an overall performance increase for diverse students, specifically Special Education and English Language Learner subgroups, to be comparable to that of general education students at Prospect schools on the NYS ELA and Mathematics End of Year Exams from 2015-2016 (2017

Commitment to Continuous Improvement through Data and Assessment. A data driven culture is an internalized practice by Danbury Prospect leaders and educators to consistently inform social-emotional and academic interventions. Danbury Prospect Charter School has developed a data cycle where academic and school climate data is used to inform a robust Response to Intervention (RtI) framework allowing resources to be strategically deployed to support all students. Recent studies have articulated the importance of shifting the paradigm of RtI practices, as the potential to support the individual needs of a diverse student population must

¹³ New York City Independent Budget Office. "Staying or Going? Comparing Student Attrition Rates at Charter Schools with Nearby Traditional Public Schools" Jan 2014. Retrieved from: <http://www.ibo.nyc.ny.us/iboreports/2014attritioncharterpublic.html>

¹⁴ Pedersen, Paul. (2000). The rules of multiculturalism. In *A handbook for developing multicultural awareness* (3rd ed., pp. 23-42). Alexandria, VA: American Counseling Association.

be at the core of the intervention practice. Danbury Prospect Charter School has approached this shift in research in two distinct ways: 1) by understanding that RtI is nested within larger system of practices (e.g. ELL, Special Education, socio-economics, etc.); and 2) through the investment of strategies that are multi-pronged, including but not limited to the use of collaborative team teaching, small group instructional blocks, tutoring, and advisory. Results over the history of the Prospect Schools have demonstrated the connection between a data driven culture and positive results for students across all subgroups. Over the past two years, Prospect Schools has demonstrated that, through this philosophical approach, the needs of individual students in their diverse student populations are being met, as Prospect Schools consistently outperforms the district as evidenced by results of end of year New York State ELA and mathematics assessments (Figure 8, above).

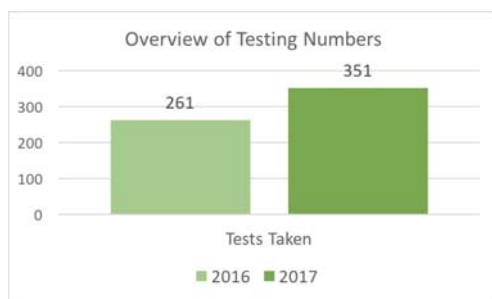


Figure 9. IBDP Tests Taken Increases 2016 v. 2017

Commitment to Rigor. Rigor in academic preparation is only possible when there is equal parts attention in the areas of developing school culture, excellent teaching, and engaging in curricular design which provides multiple entry points for diverse learning populations. Danbury Prospect Charter School believes that all students can and will learn at high levels when accompanied by high expectations, an innovative curriculum, and substantial student support services to help all students achieve to the best of their ability. Danbury Prospect has developed a comprehensive slate of rigorous programming, which incorporates our Commitment to a Whole-Child

Approach to Learning. This programming ensures that the potential of all students can be nourished through enrichment activities (art, language, dance/movement, theater, after school programming, etc.), social emotional support systems¹⁵ (e.g. the advisory program, counseling, etc.) and extended school-year supports (Summer Academy and break academies). Aligned to the relentless pursuit to ensure IB readiness through the middle school years, Danbury Prospect Charter School has developed a two pronged approach to support academic recuperation for our struggling students to meet the rigors of an IB program: 1) structured RtI model and 2) social emotional support systems. Evidence of this approach to rigorous programming coupled with multi-tiered support systems for diverse students in an inclusive context is evidenced by the increases seen in tests taken in the IB Diploma Program from 2016-2017 across Prospect Schools demonstrated in Figure 9.

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

Prospect Schools has demonstrated student academic achievement in the past eight years by focusing on three levers related to key aspects of our school design philosophy: 1) Commitment to Excellent Teachers; 2) Commitment to Rigor and 3) Commitment to the Whole Child Approach. We will improve all students' academic performance, including the highest-need students and those students with diverse learning styles, by leveraging social emotional learning and research tested learning practices.

Commitment to Excellent Teachers

Ample research studies^{16,17} show that academic excellence begins with high-quality teachers. At Danbury Prospect, teachers are required to collaboratively participate in approximately ten hours of professional development per month, focused largely on methods to differentiate instruction based on assessment data so that classroom time can be used effectively for every student and increase academic achievement. Prospect Schools has shown that interaction with skilled educational professionals in a school culture that values intellectual achievement supported students in making significant academic gains in its four current Brooklyn schools by outperforming the district schools in both math and English Language Arts in 2016¹⁷. Danbury Prospect is committed to the recruitment, hiring and training of high quality local educators, and our supportive school culture will empower teachers to achieve their highest performance through ongoing professional development and collaborative decision-making. We are generating a deeper pool of diverse candidates by providing a strong and graduated set of supports for both early- career and lifetime educators. Developing educators over time

¹⁵ Kendziora, K., & Yoder, N. (2016). When Districts Support and Integrate Social and Emotional Learning (SEL): Findings from an Ongoing Evaluation of Districtwide Implementation of SEL. *Education Policy Center at American Institutes for Research*.

¹⁶ Fong-Yee, D. & Normore, A. (2004) *The Impact of Quality Teachers on Student Achievement* Florida International University

¹⁷ New York State Department of Education, 2016. Retrieved from: <https://www.schools.digger.com/go/NY/schools/0099106123/school.aspx>

requires ensuring there are multiple pathways for growth, including but not limited to, teacher residency models, mentor teacher opportunities, and instructional leadership across the school.

With the support of Prospect Schools' talent recruitment team, and in conjunction with the organization's innovative partnership with New York University's Embedded Masters in Teaching program ("EMAT"), Prospect Schools is working to develop consistent, high-quality systems for sourcing and selecting teachers. Identifying and selecting mission-focused, high performing teachers who are relentless in their pursuit of student achievement is the key building block of pushing student academic achievement. Danbury Prospect will purposefully and strategically recruit and select candidates who have the foundation for great teaching. Our commitment to teacher quality, including our selection criteria, will grow from our school model and priorities. Danbury Prospectors need intelligence, content-knowledge, strong classroom management skills, and drive. This includes: a commitment to continuous growth (for themselves, their students, and the school); an understanding of the importance of flexibility and adaptability; a strong locus of control; a track record of founding and/or building organizations; a commitment to eradicating the achievement gap; an ability to collaborate; and a reflectiveness about their own practice.

Commitment to Rigor

Over the past eight years, Prospect Schools has developed its blend of research-tested curricular approaches aligned to the CCSS, NGSS, and IB that have been rolled out in four separate schools in New York City. Each year, the curriculum is refined and improved to reflect new learning on most effective practices while meeting the IB and the Common Core State Standards. Danbury Prospect's curriculum is designed to accelerate at risk students, and support students with a diversity of educational experiences, including academically exceptional students, to career and college readiness. We will do so by offering a multitude of specifically tailored learning experiences, including but not limited project-based learning, small group instruction, and field experiences to provide multiple access points for students, utilizing technology to both develop student understanding and track student progress. Our unique embedded honors program will provide students with the opportunity to take healthy academic risks as they learn to stretch their own academic abilities. Our curriculum will be mastery based, ensuring that students understand concepts sequentially and make progress through common core state standards and IB standards from Day 1 to graduation. Literacy and critically grounded writing will be woven throughout the curriculum. Students will read nonfiction regularly and construct and support arguments throughout their classes addressing important and pressing social justice issues. The math curriculum will favor an integrated approach to the common core standards and will uphold the common core's key shifts to focus, coherence and rigor while balancing the conceptual understanding embedded with the inquiry-driven aspects of the IB standards. Prospect School success with curriculum and academic rigor is evidenced in student achievement results: by the time Brooklyn Prospect's students are in eighth grade those students are outscoring both their district schools and New York City schools overall¹⁸.

Commitment to Whole-Child Approach

As mentioned in section 1.1 integrated classrooms encourage critical thinking, problem solving, and creativity. Prospect Schools has spent the last eight years developing the curriculum and instructional program to support the individual needs of students in a truly diverse school. The four Brooklyn Prospect Schools have earned numerous accolades in the press and from families for its inclusive environment and the way in which the school successfully tackles the challenge of educating its wide range of students¹⁹. Danbury Prospect will build relationships and learning communities where students feel recognized and cared for, and where they can broaden their horizons. Prospect Schools' Advisory Program provides explicit instruction in the "soft" skills necessary for success in a rigorous, diverse school by directly addressing topics including, but not limited to, organizational skills, growth mindset, mindfulness, values systems, perspective, social and restorative justice, MYP Learner Profile, etc. Advisory lessons are delivered in small groups of approximately 13 students to 1 teacher. Advisory classes meet daily in the early grades to multiple times per week in the later grades as a form of gradual release (See AssessmentA.0 for Sample Curriculum).

¹⁸ Grades 3 – 8 New York City Results, New York State Common Core English Language Arts (ELA) and Mathematics Tests. Retrieved from: <http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults>

¹⁹ 2017 Taft Champions of Change Award from the Mayor's Office of Disabilities; 2017 National Coalition of Diverse Charter Schools Recognition; NYC Inside Schools Serves the City Award

As supported by research²⁰, Danbury Prospect believes that explicit instruction in soft skills, as well as cultivating a safe and positive environment where students are affirmed and can explore their similarities and differences, is critical for overall student success particularly in reducing stereotype threat for students in a highly diverse population. The success of the advisory program is evident in the high annual student retention levels across Prospect Schools (see Figure 5 & 6 in section 1.2) and directly speaks to a feeling of belonging and success that students will find at Danbury Prospect.

Danbury Prospect is anchored in the pedagogy that all students can learn and achieve at the highest levels within an environment designed to maximize differentiation with academically rigorous content. Preparing all students to thrive in the global economy will require schools to ensure access to life-trajectory changing pathways. Danbury Prospect will offer students a wide array of enrichment opportunities in order to develop positive self-images and to create additional channels for students to develop their identity through their talents and interests via clubs and leadership opportunities, and Danbury Prospect's robust after school program, including with our established partners- Grassroots Tennis Academy and the Regional YMCA of Western CT. Just as the disadvantages that hold students back are interconnected, so too must solutions embrace a holistic approach that integrates best practices in youth development, prioritizes rigor and mastery, and differentiates learning in a manner that gets students on track toward college readiness and postsecondary success.

1.3 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 with the Common Core State Standards (CCSS) for English language arts and mathematics and the Connecticut State Frameworks for all other areas of study.

A. Explain the process utilized to identify or develop the curriculum and provide the criteria for selecting the curriculum.

Danbury Prospect will spend its planning year developing the strongest possible curriculum for Danbury by examining three outstanding curricular resources: Prospect Schools, the International Baccalaureate program and Achievement First Network. Since 2009, Prospect Schools has developed a successful K-12 curriculum that is Common Core aligned and achieves the global standards necessary to be an IB world school. Prospect Schools curriculum is aligned across the network with department heads and the principal supporting changes for school- level implementation. In anticipation of applying for a charter in Connecticut, Prospect Schools became a member of Achievement First's Charter Network Accelerator, recently completing the 18 month program. In addition to adopting many of Achievement First's curricular resources, Danbury Prospect has ongoing support from Achievement First's curriculum development personnel. Combining the curriculum resources of Connecticut's highest achieving charter network with the world class International Baccalaureate program as used by Prospect Schools will ensure that Danbury Prospect's curriculum drives student achievement for all students.

The process for developing curriculum:

All curriculum development starts with a deep look at the standards. The curricular team (department head, teacher and network curriculum specialist) creates a scope and sequence map for each grade level by looking at the CCSS standards progressions and cross referencing with released state assessments. The curriculum team identifies power standards, limited number of standards that are foundational for learning. The curriculum team also "unpacks" the standards so that teachers have a clear understanding of what students need to know and do at each grade level.

From the unpacked standards, a limited number (fewer than 5) of enduring understandings are written for each grade level. Enduring understandings are clearly worded statements summarizing important ideas and core processes that are central to a discipline and have lasting value beyond the classroom and synthesize what students should understand as a result of studying a particular content area.

²⁰ Ngoma 2016

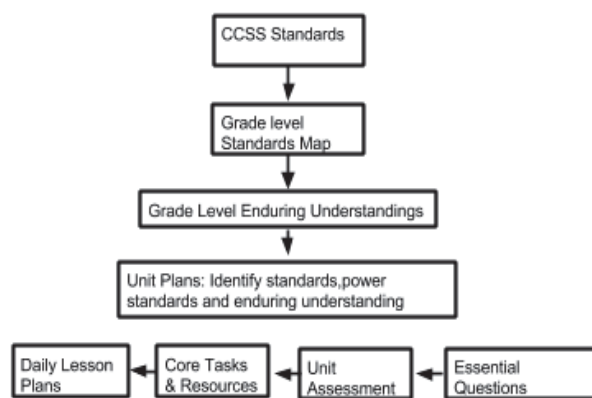


Figure 10. The Process for Developing Curriculum

is spent reading, writing, analyzing speaking, listening & problem solving.

From the scope and sequence maps and the enduring understandings, the curriculum team breaks the year into 7 approximately 6 week long units and places the standards that will be covered in those units. Each “Unit Plan” contains at least one enduring understanding (no more than two), has identified the standards to be covered and the power standards that are emphasized in the unit. In addition, a completed unit plan contains essential questions, unit assessments and core tasks. A culminating unit assessment is developed from state assessments and IB aligned performance tasks. From the end of the unit culminating assessment, the unit’s resources are identified and core tasks and daily lesson are backward planned. Core Tasks are the substantive open-ended tasks that students will engage with to develop deep understanding of the unit’s aims and standards. Effective core tasks ensure students’ time

Unit assessments and core tasks are checked for alignment by the curriculum team against the Prospect School’s academic discipline vision and college rigor bar. For curricula outside of mathematics and ELA, where the standards maps are not as developed and there are no annual state assessment, Danbury Prospect uses the national standards and the IB framework to ensure a high rigor bar. The MYP framework is designed to support and align with state and national standards in countries around the world, and other Connecticut public IB schools have demonstrated that the MYP approach can be closely aligned with Connecticut learning standards. The Connecticut IB Academy (an inter-district magnet school in East Hartford), achieved a National Blue Ribbon and is ranked as the #1 high school in Connecticut and the #40th in the nation in 2016 by US News & World Report. The Rogers International School in Stamford has shown excellent results with the middle years program as well. Furthermore, research studies have demonstrated, “MYP enrollment significantly increased the likelihood of achieving at least one “college-ready” score on a college preparatory exam (by 39%).²¹”

Criteria for identifying curriculum resources

Danbury Prospect selects curricular resources that have demonstrated success in boosting student achievement, are aligned with the International Baccalaureate program and instill a lifelong passion for learning. Academic departments have an academic discipline vision statement that informs curriculum choices and a culminating college-ready assessment that aligns the rigor of the curriculum. For example, 6th grade mathematics curriculum draws from 8 years of stockpiled Prospect Schools resources, Achievement First’s *Many Minds* curricular resources, College Preparatory Mathematics (CPM) and resources aligned to the 12th grade IB exam.

During the planning year, the Danbury Prospect founding team will rigorously assess curricular resources to ensure Danbury Prospect curriculum will support engaged learning and differentiated instruction for varying levels. To reach this end, the curriculum that Danbury Prospect uses will be carefully chosen based upon materials developed by Prospect Schools, as well as thoughtful research to ensure that the curriculum comprehensively prepares students for the SBAC.

The founding group has established the following criteria for selecting and creating curricula:

- Aligned to the CCLS and SBAC.
- Incorporates the IB Middle Years Program and relevant to Danbury Prospect’s mission
- College and IB Diploma Program preparatory
- Research based
- Flexible enough to provide differentiated instruction including English Language Learners
- Includes assessments and encourages self-reflection

²¹ Wade, J and Wolanin, N. 2013. Global mindedness and perceptions of middle school experiences among students enrolled in the International Baccalaureate Middle Years program in Montgomery County Public Schools. January 2013. Rockville, MD

- Engaging and relevant to students

To reach our goal of installing a love of learning in all our students, our curriculum will combine proprietary curriculum and assessments along with commercially purchased materials to ensure a robust academic program that serves all students.

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

The content areas below discuss the significant benefits of each of Danbury Prospect's chosen curricula and links the curricula to various assessments that the school will use, as well as the Common Core Learning Standards and the Connecticut State Standards, where applicable. Finally, each of the core content areas concludes with detailed subject-specific frameworks for the core subject curricula, which links the Common Core Learning Standards to individual lessons in the anchor curricula and the resources that Danbury Prospect will use in each course.

Danbury Prospect Curriculum uses the CCSS standards progressions as the backbone of its mathematics and ELA curricular development and unit planning. Each unit is closely aligned to the core curriculum for

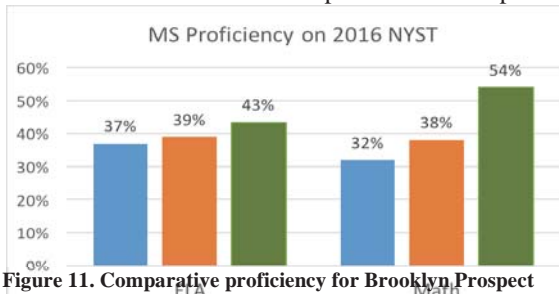


Figure 11. Comparative proficiency for Brooklyn Prospect



Figure 12. Comparative Proficiency for Achievement First

both content and rigor. Daily exit tickets, weekly quizzes and unit assessments all contain released questions and the units are backward planned from assessments that are composed of released state assessment questions. In addition, interim assessments, created at the network level and designed to mimic the state assessments, ensure that curriculum is aligned to the CCSS content and rigor.

Danbury Prospect curriculum will be largely derived from Prospect Schools where eight years of successful student achievement demonstrates the curriculum to be effective (See Figure 11 for evidence of success).

Danbury Prospect's ELA and Mathematics curriculum is heavily supported by the most successful network of charter schools in the state of Connecticut, Achievement First (See Figure 12 for evidence of success).

English Language Arts:

In order to develop students' IB Diploma Program and college-readiness literacy habits and skills, and in line with the research²² that expertise and mastery in a domain only develops over thousands of hours of practice, Danbury Prospect students have abundant daily time to read, write, and discuss across the disciplines. Literacy practice will happen to different degrees depending on the content area, but all teachers will shoulder the responsibility of buffing students' literacy habits.

The Danbury Prospect literacy program relies on five program components: Independent Reading, Shared Reading, Word Study, Independent Writing, and Text- Based Discussion. The instructional minutes allotted to each program component are derived from a variety of research points that all underscore the necessity for students to have significant daily practice²³.

²² Alliance for Excellent Education, 2004, p. 20

²³ "[Reading Next: A Vision for Action and Research in Middle and High School Literacy](#)", Alliance for Excellent Education, 2004, p. 20

Daily Literacy Program Components + Instructional Minutes

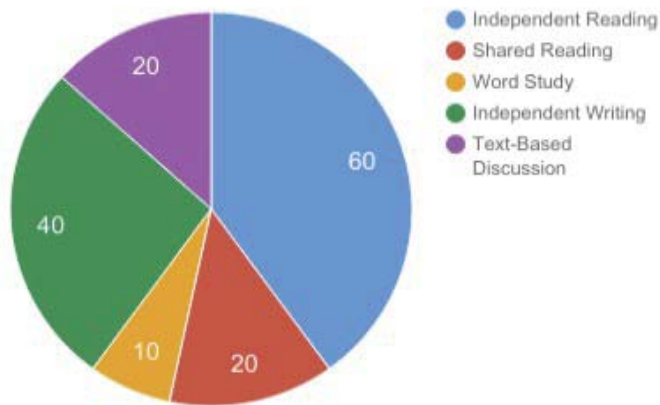


Figure 13. Literacy Program by minutes

Independent reading provides a chance for students to process text at their own pace, to escape into worlds and topics unknown, to carve out their own learning path, and to imagine alternate experiences and personas. Students are **silent** while reading a text with focus and stamina **by themselves**. If reading for class, students may complete comprehension tasks or take notes while reading, but we do not impose annotations or intensive reading responses if the purpose is for personal enjoyment and growth.

Instead, we support students' burgeoning skills development and metacognitive habits as readers through reading conferences. It is crucial for the development of students' reader identities that they have opportunities to read in both modes²⁴, **choice** and **assigned**, with regularity.

Shared reading most typically looks like a teacher modeling **fluent, expressive reading** of a **common text** which all students can see or have their own copy. Thus, they are **sharing the reading experience** in the **same way**, at the **same time**. Sometimes, shared reading is connected, meaning that it is uninterrupted by teacher questioning, and sometimes it is strategic, modeling and working through comprehension processes. Alternate forms of shared reading include partner reading, choral reading, listening along to an audiobook, or taking turns reading aloud as a class.

Word Study at Danbury Prospect encompasses **spelling** and **vocabulary** instruction. These facets should be taught with an **inquiry-based approach** to finesse students' **word recognition** skills. When we teach words and spelling strategies through word sorts, concept maps, and webs, to name a few strategies, we endorse a **generative** mindset so that students notice the intertwined relationships between spelling patterns, morphemes, and word families.

Independent Writing activities can be **structured in a variety of ways**: miniature brainstorm bursts, less directed journaling and free writing, reading responses, on-demand extended responses or document-based questions, exit tickets, and process-oriented projects and essays that span longer amounts of time. Writing should nearly always be **coupled with speaking opportunities**, either before drafting to aid in thought development, after drafting to clarify and adjust thinking, or as a form of celebration of ingenuity and work ethic. Across the content areas, students write to **process new ideas** within the context of previous learning.

Text-Based Discussion involves student development of both verbal and nonverbal skills and habits to convey ideas, ask questions, consider new ideas, and adjust thinking. Students are able to create meaning from text by putting their own experiences and background in conversation with the actual language, issues, and themes of a text studied in any discipline. Formal, text-based discussions can be conducted in large or small groups, so long as students have ongoing opportunities to interact with different peers and hear and share their voices.

Across a school day, students experience literacy instruction within relevant program component structures in each content area. The literacy breakdown for a typical Danbury Prospect student across a day is divided within the following research-based areas:

²⁴ *Reading Reasons*, Gallagher, 2003, p. 7-8

| Sample Middle School Day: A Literacy Breakdown | |
|--|--|
| Period | Literacy Practice Time |
| 1: Science | 10 minutes IR, 5 minutes IW, 5 minutes WS |
| 2: PE/Dance/Art | 5 minutes IW |
| 3: ELA | 15 minutes IR, 5 minutes SR, 15 minutes IW, 10 minutes TBD |
| 4: Lunch/Recess | |
| 5: Math | 5 minutes IR, 5 minutes IW, 5 minutes WS |
| 6: Humanities | 10 minutes IR, 5 minutes SR, 10 minutes IW, 10 minutes TBD |
| 7: World Language | 5 minutes SR, 5 minutes WS, 5 minutes IW <i>*in target language or English</i> |
| 8: Reading Hall | 35 minutes IR |

Figure 14. Literacy in Typical Danbury Prospect Day

Reading Hall provides sacred, daily time²⁵ for students to read texts of their own choice within a community of peers and teachers. Two teachers are present in each Reading Hall room, and they take turns conferring with students about their reading interests and skills growth, conducting Fountas and Pinnell running record assessments, and modeling reading.

At Danbury Prospect, we know that teachers of all backgrounds must be seen reading so that students see that we value reading and that reading is for all people.

Professional Development emphasizes transdisciplinary instructional approaches for literacy, such as annotation habits, direct vocabulary instruction, robust discussion structures, and informal writing opportunities²⁶. Given that the curriculum at Danbury Prospect is teacher-generated, professional development is also offered around core instructional practices that fall under the umbrella of our literacy program components. Namely, mentor text study, close reading, and embedded grammar instruction follow organic processes to allow students to write in varied genres for authentic audiences, to grapple with complex text, and to understand the relationship with writing conventions and meaning.

Danbury Prospect English Language Arts teachers design literacy routines and weekly learning structures with an awareness of the Teachers College Workshop Model²⁷, Bard College’s Institute for Writing and Thinking, Doug Lemov’s *Reading Reconsidered*, and curricula and learning protocols from Expeditionary Learning. They select their anchor texts for each unit with a consideration of cultural relevance, literary merit and rigor, and genre exposure. Danbury Prospect recognizes that reading rigorous texts doesn’t always mean reading the hardest texts possible, not to mention the fact that texts are hard for a variety of reasons. Danbury Prospect teachers receive training on text complexity²⁸ within the context of their unit planning and data analysis cycles surrounding interim assessments to make informed text selections.

Internally-created literacy skills progressions also inform teachers’ unit planning endeavors. Skills progressions exist for Reading, Writing, Discussion, and Research to provide codified instructional expectations for the “what” of literacy instruction; professional development and curricular feedback provide the “how”. Each progression includes a more specific translation of the CCSS and is an amalgam of those standards with other researched literacy material²⁹.

²⁵ Allington (2001) advises that students should spend ninety minutes each day in school reading -- not hearing about reading, not responding to reading, not talking about reading, but actually *reading*.” -- *Conferring with Readers: Supporting Each Student’s Growth & Independence*, Serravallo & Goldberg, 2007, p. 13

²⁶ Reference Bard’s Institute for Writing and Thinking as a model

²⁷ Reading Workshop research “TCRWP reading workshops are structured to allow for students to read (eyes on print) [choice texts] every day for 35-45 minutes in the reading workshop... They found that the amount of time reading was the best predictor of reading achievement, including a child’s growth as a reader from the second to the fifth grade. ...As with reading, the TCRWP advocates for long stretches of time where students are engaged in the act of writing at least four days a week for 45 minutes or longer each day.” -- [“Research Base Underlying the Teachers College Reading & Writing Workshop’s Approach to Literacy Instruction”](#), 2014

²⁸ In an [ACT study](#) with a sample size larger than 500,000, what was found is that, regardless of gender, race, or socioeconomic status, the *only* distinguishing factor for student performance was **text complexity**. In their words, “*What appears to differentiate those who are more likely to be ready from those who are less likely is their proficiency in understanding complex texts*” and “*degree of text complexity differentiates student performance better than either the comprehension level or the kind of textual element tested*”

²⁹ Resources: the [Core Knowledge Sequence](#), Uncommon School’s Common Core Bottom Lines, The Fountas & Pinnell Literacy Continuum (2017 edition), and *Writing Pathways: Performance Assessments and Learning Progressions, Grades K-8* by Lucy Calkins

Students who demonstrate a 1.5-2 year reading level gap, as ascertained by beginning of year Renaissance Star Reading and NWEA MAP diagnostics, or who need support in their ELL status, are enrolled in Reading support classes that are capped at 10 students and target the literacy needs, whether accuracy, fluency, and/or comprehension, of that small group. Students in these classes are assessed more often via F&P assessments and Star Reading tests to track their growth, and decisions are made at the end of each semester as to whether students should continue in the Reading program or shift into World Language.

Mathematics

In order to maintain alignment with the CCSS for mathematics, the Danbury Prospect mathematics program draws from three common core aligned programs: 1) Prospect Schools which is based on Eureka/Engage NY mathematics, 2) Achievement First mathematics, which has among the highest math results in the state of Connecticut, and 3) College Preparatory Mathematics (CPM).

Eureka Math, formerly Engage NY, is the backbone of the Prospect School's Mathematics program. Eureka Math was developed specifically to meet the new standards and is the only comprehensive curriculum fully aligned with the standards for grades K-8. According to EdReports.org, Eureka Math combines "real-world" applications with a modern conceptual approach to building understanding. The latest K-8 reviews from EdReports.org, an independent nonprofit specifically established to vet K-12 curricula, found that Eureka Math remains the clear leader among 20 reviewed math curricula for its focus/coherence, rigor, and usability. EdReports.org released its initial K-8 reviews of widely used math curricula in March 2015.³⁰

In order to meet the rigors of the common core aligned mathematics curriculum, Prospect Schools designed the following mathematics program standards:

- Weekly Math instruction "rule of thumb chart"
 - Fluency 10%
 - Math procedure/Algorithms 20%
 - Problem solving and conceptual mathematics 70%

| Program Components | Problem-solving & concept development | Procedures & algorithms: introduction & practice | Fluency practice |
|------------------------|---------------------------------------|--|------------------|
| Weekly time allocation | 150-160 min. | 40-50 min. | 20-25 min. |

Figure 15. Math by the Minutes

Danbury Prospect further draws on Achievement First (AF) curricular resources from their Many Minds curriculum hub. Achievement First, the largest and highest performing charter network in Connecticut, has created an open source curriculum resource that shares their unit plans, daily lesson plans and assessments. Prospect Schools has a collaboration agreement through Achievement First's Accelerator Program's math expert Stephanie Lyon to adopt Achievement First's math lessons and is receiving ongoing professional development in utilizing AF mathematics directly from the AF math team. The Danbury Prospect math team will attend AF math training, receive the latest updates on curriculum, observe best practices at AF schools, have access to AF interim assessments and attend AF math professional development.

In order to ensure the mathematics program has a strong base in inquiry driven college ready problems, Danbury Prospects utilizes College Preparatory Mathematics (CPM) as an additional resource. CPM is a grant funded, California based not-for-profit that has been developing inquiry driven mathematics since 1989. Danbury Prospect utilizes CPM for long-form discovery based lessons that is closely aligned to CCSS.

On a daily basis, students in Core Connections, Course 1 (CPM's 6th grade program) use problem-solving strategies, questioning, investigating, analyzing critically, gathering and constructing evidence,

³⁰ Eureka Math Still Top-Rated Curriculum—By Far” s3.greatminds.org

and communicating rigorous arguments justifying their thinking. Students learn in collaboration with others while sharing information, expertise, and ideas. The course helps students to develop multiple strategies to solve problems and to recognize the connections between concepts. The lessons in the course meet all of the content standards and embed the “Mathematical Practices” of the Common Core State Standards³¹.

Danbury Prospect will use CPM to ensure that the mathematics program is rich with in-depth problem solving and CCSS aligned conceptual development.

Next Generation Science Standards

Danbury Prospect will base its curriculum on Prospect School’s curriculum and further refine the curriculum to align with the Connecticut State Standards as it currently aligns to the Next Generation Science Standards, which like the Common Core State Standards, focuses on deeper understanding of content and application of content and integrate science, engineering, and technology. The movement to a STEM based curricular platform aligned to NGSS is at the cusp of 21st Century school design. The IB MYP approach to inquiry via its explicit teaching of the Design Cycle (Figure 16) augments the understanding that science forms an inquiry-based discipline, where inquiry is integrated into the use of scientific claims through a complex process of pattern discovery in evidence and data, and the revision of those arguments upon the new discovery of evidence³².

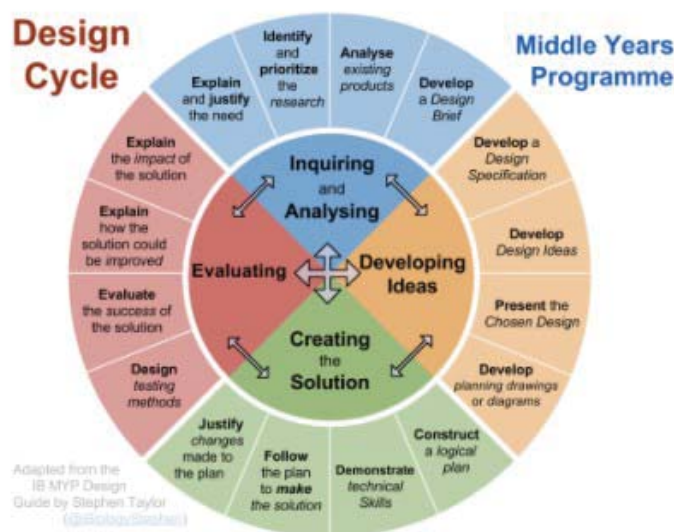


Figure 16. The Design Cycle Adapted from the IB MYP Design Guide by Stephen Taylor

Meaningful content is driven by the application of scientific principles through an NGSS and MYP aligned, sequential process from middle school to high school. Additionally, the students develop interdisciplinary connections between science and core content areas in reading, writing, mathematics and social studies. At Danbury Prospect all students, including special education and ELL students have multiple entry points into the science program.

Focus Areas of the Danbury Prospect Science Program:

1. **Stem Literacy:** Science, engineering, mathematics, and the technologies are an essential component in cultivating engaged citizenship into civil society. Drawing on established science curricular approaches from Achievement First and KIPP, Danbury Prospect’s science program integrates multiple aspects of STEM, through an approach drawing on literacy and language arts to develop proficiency with science-related issues relevant to students. The inclusion of engineering design principles from the NGSS is an exciting opportunity as engineering

³¹ Source CPM.org

³² Adapted from the IB MYP Design Guide by Stephen Taylor

refers to the application of science to design solutions to problems in an effort to make our lives better. Applied sciences, such as engineering, is a fastest growing career path in the world today so developing literacy in engineering is an extremely important aspect of our program.

2. **Inquiry and Rigor:** Children are natural scientists³³. Therefore, the Danbury Prospect curricular selection process embraces the responsibility to cultivate the natural curiosity and wonder of young people during their formative school years. This approach directly draws upon the belief that a whole-child, inclusive educational program must foster deep intellectual engagement in the study of science, driving the design of their own investigations and to engage in active discourse about their learning as it applies to the broader world.

3. **Depth, coherence and integration:** A framework for K-12 Science Education argues that “to develop a thorough understanding of scientific explanations of the world, students need sustained opportunities to work with and develop the underlying ideas and to appreciate those ideas’ interconnections over a period of years rather than weeks or months”. The Next Generation Science Standards form the core of the Danbury Prospect science program, as the curricular design focuses on multiple methods of the practices of science and engineers rather than a singular focus. The curricular model integrates Disciplinary Core Ideas (DCIs) content, science and engineering practices (SEPs), crosscutting concepts (CCs) and CCSS literacy and mathematics to build this depth of coherence. For example, instead of simply learning about thermal energy, under the NGSS, students are expected to test, design, and modify a device to release and or absorb thermal energy using their understanding of chemistry. Conducting such an investigation requires engagement with the CCSS in both literacy and mathematics as students conduct research in non-fiction text, follow multistep procedures, and reason abstractly and quantitatively.

Science Course of Study Guiding Principles

Danbury Prospect has chosen an integrated approach for 6-8 science. In an integrated model, a student will typically experience all of the domains of science and engineering each year. For example, sixth grade will contain content from the life sciences, from the physical sciences, from Earth and space science, and from engineering. This allows for a curriculum that is organized in a way where students can progressively build understanding of concepts throughout the course of study at the appropriate time. NGSS refers to this as the conceptual understanding model and it is based upon the premise that there is a logical sequence to the content. When the science domains are isolated into separate courses, content may be introduced out of conceptual or developmental order. Since the standards were only recently released, the scope and sequences based upon this model are currently in progress, but they will be shared when available.

Disciplinary Core Ideas

Disciplinary Core Ideas (DCIs) are one of the three dimensions of NGSS and the NRC Framework. DCIs have been what many have traditionally thought of as content. In NGSS and the NRC Framework, the DCIs are grouped into four domains: the Physical Sciences (physics and chemistry), the Life Sciences, the Earth and Space Sciences, and Engineering, Technology, and the Application of Science

Danbury Prospects’ 6-8 science curriculum includes each of these via the integrated courses of 6-8 and then moves to more discrete courses of 9-12. Within these domains, the number of DCIs has been limited based on the rationale explained in the course of study section. Currently, Danbury Prospect also limits the science curriculum to these four domains.

Science and Engineering Practices

Science practices are what scientists use as they explain the natural world, and engineering practices are what engineers utilize as they design and build. This is another one of the three dimensions of the NRC Framework. Science practices have been explicitly described in the NRC Framework and NGSS.

The science and engineering practices are designed to integrate with the Disciplinary Core Ideas. Our students engage in these practices firsthand as they learn the Disciplinary Core Ideas. These practices are for all grade levels. Engagement with them may look different in middle school than it does in high school, but they are still the same practices.

³³ Gopnik, A., Meltzoff, A. N., & Kuhl, P. K. (2001). *The scientist in the crib: What early learning tells us about the mind*. New York: HarperPerennial.

| Science Practices from NRC Framework (2012) and NGSS (2013) |
|--|
| 1. Asking questions (for science) and defining problems (for engineering) |
| 2. Developing and using models |
| 3. Planning and carrying out investigations |
| 4. Analyzing and interpreting data |
| 5. Using mathematics and computational thinking |
| 6. Constructing explanations (for science) and designing solutions (for engineering) |
| 7. Engaging in argument from evidence |
| 8. Obtaining, evaluating and communicating information |

Crosscutting Concepts

There are key concepts that connect the various domains of science. For example, conservation comes up various times in different grades and courses when learning about very different content. Conservation of matter and energy connects ideas in life science, physical science, and Earth and space science. Through the curriculum, students will be able to make these connections as they progress through the course of study. Instruction will embed crosscutting concepts with the DCIs. Integration of crosscutting concepts, DCIs and science practices together, while not always possible, is the goal of instruction. Crosscutting concepts are also one of the three dimensions from the NRC Framework, which describes seven of these. These are:

- 1.) Patterns
- 2.) Cause and effect: Mechanism and explanation
- 3.) Scale, proportion, and quantity
- 4.) Systems and system models
- 5.) Energy and matter: Flows, cycles, and conservation
- 6.) Structure and function
- 7.) Stability and change

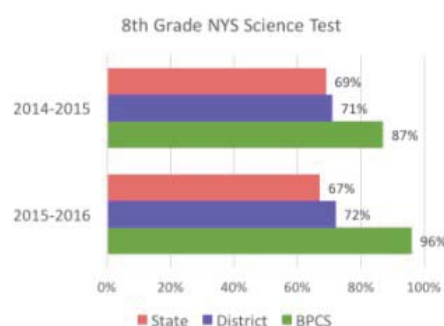


Figure 17. Brooklyn Prospect NYS Science Tests

Utilizing over 8 years of experience in research-based science curriculum development at the middle school level through a scientific approach that draws upon an interdisciplinary process connecting the importance of scientific literacy (non-fiction analysis), analytical writing, inquiry, and experimentation as articulated through the CCSS writing and ELA progression, the Prospect School's science curriculum has demonstrated impressive results. Figure 7 highlights that Prospect Schools' students have outperformed State and District measures by statistically significant ranges. In 2015-2016 the results demonstrated how the Prospect schools approach to science has had impact over time, with students scoring over 20% greater than District and State scores across New York State.

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

As Danbury Prospect anticipates the enrollment of a student population with a diverse set of needs, students will enter the school community with a wide-range of skills and knowledge, including students with special educational needs, English Language Learners, students at risk, lacking motivation, and students needing acceleration. Danbury Prospect has the benefit of curating, developing, and implementing curriculum that has already been field-tested and proven effective for similar demographics within the Prospect Schools network. Additionally, it is important to note that the instructional methodologies for the execution of the curriculum will be aligned to the specific needs of the school composition.

According to the 2015-16 CSDE District Profile, Danbury CT has a 23% English Language Learner (ELL) population. To ensure the School's student population is best supported, Danbury Prospect will follow best practices for implementing programmatic supports for ELL learners such as those highlighted by the International Center for Leadership in Education³⁴. These programmatic supports and modifications augment the foundational curricular platforms utilized by Prospect Schools seamlessly, thus ensuring that ELL learners are able to fully access the curriculum. Danbury Prospect's Response to Intervention process ensures that adequate data on the performance of ELL students is maintained in order to effectively address student academic needs.

Danbury Prospect's model specifically recognizes the power of personalizing the instructional approach to the needs of the students served, including ELL learners, students with disabilities, students below or above grade level, and other at-risk students. Dedicated special education teachers, under the supervision of the special education coordinator and the principal will review the curriculum and lesson plans to ensure accessibility and appropriateness for students requiring differentiation. Planning time is embedded into the weekly schedule for co-teaching teams to review lesson materials and research/gather resources for upcoming units of study. The use of tested and proven curricular materials, coupled with a thoughtfully constructed teacher-designed resources, will allow flexibility and synergy between curricular platforms and styles. These resources include open-source materials developed for ELA, mathematics and science programs (EngageNY/Eureka, Teachers College Reading and Writing Workshop, Achievement First Many Minds Math and Science resources, Words Their Way, and NRC Science Investigations), which were selected based on meeting the criteria outlined in Section I.3a, as well as internally developed units and resources to enhance learning outcomes.

Aligned to the school educational philosophies and commitments, teachers personalize instructional practices utilizing a whole child approach that is developmentally appropriate and meets the standards of high rigor and accountability. The curriculum at Danbury Prospect is driven by data-based instructional practices, which allow teachers to adjust curricular approaches based on real-time data and coaching, to ensure that conceptual understanding and foundational practices are reinforced.

For example, the Math program focuses on developing the three components of rigor, including procedural fluency, conceptual understanding, and application. Components of the curriculum include number sense activities and fluency exercises which allow students to transfer mathematical practices from short-term memory to long-term memory, building automaticity³⁵. Additionally, components of the math curriculum also allow for inquiry and discussion-based practices which emphasize the mathematical practices standards of the CCSS, which support the development of argument development around mathematical conceptual understanding. Also, students with special needs who struggle with the application of mathematical concepts to practice have the opportunity to build foundational understanding through the use of manipulatives, projects, and hands-on problem solving.

In ELA, the curricular program components are scaffolded to build a love of literacy, through the cultivation of critical thinking and discussion-based activities which allow students to create, test, and challenge one another's ideas. When appropriate or required, Danbury Prospect offers Integrated Co-Teaching with a third special

³⁴ Supporting ELL/Culturally and Linguistically Diverse Students for Academic Achievement, International Center for Leadership in Education: <http://www.brown.edu/academics/education-alliance/teaching-diverse-learners/sites/brown.edu>.

³⁵ Kornell, N., Eich, T. S., Castel, A.D., & Bjork, R. A. (2010). Spacing as the friend of both memory and induction in young and older adults. *Psychology and Aging*, 25, 498-503. Retrieved from <http://www.jstor.org/stable/20053384>

education teacher or specialist (e.g. Speech Language Therapist) to provide targeted instructional practices to meet the needs of students with IEPs. For English Language Learners, teachers use research tested practices that are adaptive to the students' needs, which may involve sheltered instructional practices, where students might receive second-language instruction that is "sheltered" from input beyond their comprehension, or when possible bilingualtransitional approaches to help support comprehension and broader language acquisition³⁶.All curricular programs provide extension, support, and specialized approaches to support specialized needs, including but not limited to word study, fluency, and conceptual understanding.

Additionally, Danbury Prospect believes in the importance of focusing on academic needs across the educational spectrum, with multiple opportunities for accelerating students. As a student progresses through the mastery of standards, the curriculum opens up additional extension activities, such as more complex math projects which are aligned to enrich cross-disciplinary approaches with science or other content areas. MYP requirements, such as the MYP Personal Project in 10th grade, provide students with an opportunity for extended research in an area of individual interest, thus providing the time and space for all students, including those above grade level, to develop academic skills and a personalized passion for learning. An Embedded Honors program provides will provide students with opportunities to extend their studies beyond the classroom via subject specific seminars and additional research opportunities. Finally, technology is also utilized to integrate and personalize instructional mastery across the core content areas.

D. Describe a plan that will facilitate ongoing development, improvement, and refinement of the curriculum. Please also explain the process that will be used to evaluate whether the curriculum is effective and successfully implemented.

Development, improvement and refinement of curriculum

The improvement and refinement of curriculum starts with a deep analysis of the data to indicate where the gaps in curriculum. Specifically, data is collected in two specific domains for evaluation: summative and formative data. First, summative data includes a variety of different assessments, including but not limited to unit assessments, interim assessments, and end of year state assessments. An instructional analysis is conducted to determine the alignment between curriculum coverage and its efficacy in translating to student achievement outcomes. Second, formative data is gathered from exit tickets, projects, discussion rubrics, etc. to inform how mastery of the curriculum has occurred. As all curricular plans are aligned across the Prospect Schools network.

Faculty and the Principal will regularly reassess the curricula based on assessment results and other factors to ensure progression along Connecticut State and Common Core Standards. Teaching teams will meet with Principal and analyze the class data to identify curricular changes, grade level or even schoolwide initiatives. At the end of each unit, grade level teams will do a debrief and take notes on what worked and what needs improvement for next year. During the annual program review which takes place each May, qualitative notes along with any assessment data will be presented. Grade level teams will assign responsibility to team members for making curriculum updates, and which units will be planned over the summer and which units will be planned during the year.

On a weekly basis, Danbury Prospect generally has one educator take the lead with planning a curricular unit in a subject with each member of the team (i.e., co-teachers, grade level team members, academic leadership), editing and commenting on draft curriculum plans. Plans are presented in weekly co-planning sessions and grade level team meetings.

The Danbury Prospect curriculum will be refined on an ongoing basis. The following table (Figure 18) provides a snapshot of the process and timeline by which the curriculum will be reviewed annually:

³⁶ Carlo, M. S., August, D., McLaughlin, B., Snow, C. E., Dressler, C., Lippman, D. N., ... & White, C. E. (2004). Closing the gap: Addressing the vocabulary needs of English—lang

Figure 18. Danbury Prospect Curriculum Review Timeline

| Curricular Element | Central Elements | Measured by | Review Timeline | Reviewed by |
|--------------------|--|--|--|--|
| Curriculum Map | Overarching themes Mapping of State Standards | State tests Final exams IB final grades | Annually | <ul style="list-style-type: none"> Principal Department Heads Network Curriculum Specialists |
| Unit Planners | Essential Question Big Ideas State Standards | Unit projects Unit exams Interim exams | Formal reflections are required at the completion of each unit and archived in network curriculum storage platform. Unit planner revisions deadlines are set by Prospect Schools. | <ul style="list-style-type: none"> Department Heads Network Curriculum Specialists Principals |
| Lesson | Mastery Aims Learning Experiences | Observation Student work Quizzes Formative assessments such as exit tickets | Informal reflections archived on a daily basis. Weekly collaborative planning time provides greater reflection on individual lessons. | <ul style="list-style-type: none"> Department Heads Co-teachers |

Faculty are provided with significant work time for curriculum development. This begins with a dedicated retreat in the summer when the faculty evaluates the Common Core standards and the IB framework to develop or review units for the year. Faculty are given deadlines to submit unit maps as well as their lesson plans to their department head and network content specialist for review and feedback. This happens both at the beginning of the year at a high level and then on a weekly basis through the submitting of lesson plans. This curricular review process is aligned to a review of the data from different assessments to make determinations if any revisions are directed towards curricular changes or a need to focus on specifically instructional strategies.

Faculty are also given weekly planning time to meet and discuss the curriculum with their grade level lead and their co-teachers. Additionally, there is a reflection section built into each of the units to allow further refinement for future use of the unit.

Assessment of curricular effectiveness

Danbury prospect will take a multi-faceted approach to assessing the effectiveness of the curriculum. As outlined in the above table, the effectiveness of the curriculum will be measured using both formative and summative assessments, allowing teachings and administrators to gauge the degree to which students are learning the taught academic content.

Looking at student work protocol (LASW), will occur minimally once per unit so that teachers, under the supervision of an administrator, can take an in-depth look at student academic outputs against very specific learning targets. Re-teaching and reassessment plans will be developed in response to areas where the delivery of the curriculum was not effective.

Finally, student surveys, administered twice/year, will provide qualitative feedback of how students perceive the effectiveness of the curriculum.

Assessment of curricular implementation

Assessment of curricular implementation begins during the curricular planning and review phase. Annual curriculum maps and unit plans must be submitted, minimally one month, in advance of delivery to students for feedback from school administrators. Targeted professional development occurs weekly when staff are working on specific items within the curriculum and receive feedback department heads and the Principal to ensure that the curriculum is appropriately finalized before delivery.

The next step in the assessment of implementation occurs with regular classroom observations for all teachers that are conducted by the department heads and principal, minimally, every other week to monitor the delivery of the curriculum. Administrators will be provided with lesson plans for all observations so that observers can determine the degree to which the curriculum is successfully being implemented on a lesson by lesson basis. Dedicated lesson observation debriefs provide a regular opportunity (minimally twice per month) for teachers and administrators to discuss the effectiveness of the curriculum as it unfolds in the classroom.

Finally, teachers bring in examples of student work and review the alignment of student outputs with the unit goals. This process is conducted under the supervision of a department head or the principal.

1.4. Instruction

- A. Describe the 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, physical space, etc.).**

Danbury Prospect's instructional methods utilize a variety of different modes of instruction, built around a highly collaborative approach between educators, specialists, and students that is designed to ensure that all students have the appropriate opportunities for acceleration, enhancement, and remediation. Student learning is augmented by an instructional approach informed by real-time data generated in the classroom and is responsive to students needs within this context. The Prospect instructional approach understands that personalized instruction is an essential component for ensuring all students are learning in the best way that meets their needs. There are three primary instructional processes which exist across Prospect Schools: *Whole Group Heterogenous Instruction*, *Co-Teaching (ICT)*, and *small group instruction (SGI)*. These instructional processes align to our collaborative approach to teaching and are fundamental in our service of students with special needs, at-risk students, and English Language Learners.

Whole Group Heterogenous Instruction

Danbury Prospect's classroom are warm, well-structured, organized learning environments with consistent routines and expectations for teachers and students. Further, aligned to Prospect Schools commitment to inclusion, heterogenous classes in core content areas are critical in building a rich community of learners where discourse and difference are celebrated. Structure and consistency are reinforced by rituals and routines in the classroom space, to maximize learning time and to foster safety and belongingness that is critical for the middle school ages³⁷. The following elements will be observed in the execution and planning of whole group lessons, regardless of type:

- **Double planning:** Lesson plans include detailed outlines of the learning objectives, connections to the standards, and the relevant student activities. This setup ensures teachers define and plan students' on-task behavior during the lesson, avoids teacher talk and idle students, and ensures students are maximizing every instructional minute to achieve more time on task.
- **Do Now:** Students enter class each day and begin a "Do Now" assignment at their desks. This helps students transition into class and quickly refocus their attention. This will help students build or solidify understanding of material, and reflect on class goals.

³⁷ Atwell, N. (2015). *In the middle: New understandings about writing, reading, and learning* (3rd ed.). Portsmouth, NH: Heinemann.

- **Accountable talk:** “Talking with others about ideas and work is fundamental to learning³⁸.” Students are trained, supported, and required to ask and answer questions and address teachers in complete sentences using proper grammar with strong, articulate voices. Students are corrected if an answer or question is given using incomplete sentences or improper grammar. High standards are held for all written work, and high-quality work is celebrated and displayed. Students have many opportunities to engage in meaningful and highly structured conversation, which builds fluency for ELLs and promotes mastery of the CCSS for speaking and listening.
- **Recognize success:** We consistently give positive reinforcement to students doing good work and consistent feedback for those inefficient or off task.
- **Focus on literacy and writing across the curriculum:** Danbury Prospect will maintain a relentless focus on literacy. Students are taught to read and produce high-quality and substantive writing in all content areas. Teachers expect everyone to write and require all students to prepare for discussion through writing³⁹. To support ELL students and struggling writers, teachers provide response exemplars that meet and exceed expectations.
- **Closing:** Most classes end with an “Exit Ticket” or other checks for understanding (pickers, turn-and-talks, show calls, etc.) that emphasize comprehension of the class’s specific and measurable aims with questions that evaluate student mastery. Exit Ticket data is gathered regularly and evaluated by teachers to identify individual and group deficiencies. The closing helps solidify student understanding through review, summary, and provides daily formative assessment data, which allows teachers to confirm the degree to which students have met the learning goals, to edit the next lesson plan and small group instructors to adjust their plans based on data.

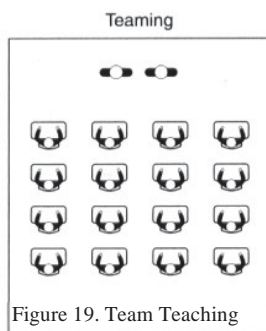
Danbury Prospect encourages teachers to utilize a wide variety of strategies to reach all levels of learning styles of the student population. Further, in an effort to meet the CT Standards, CCSS, and NGSS standards, Prospect Schools engages in yearlong professional development activities to ensure teaching and learning is reflexive to the needs of the students served. Included in this list are a number of different instructional strategies utilized in a whole group setting.

- **Workshop Model.** As outlined in the 1.3 curriculum section, Danbury Prospect utilizes a workshop model aligned to the research-based practices of the Teacher’s College Reading and Writing model. Workshop lessons provide an opportunity for strategic grouping of students within the classroom, to help facilitate project-based learning, peer-driven feedback, conferencing, and sustained independent work time. A workshop lesson is grounded in a mastery-driven lesson, but can provide more targeted AIMS and objectives for a class. The workshop model also pairs nicely with specialist or related service providers to ensure struggling students, students with special needs, and English Language Learners have consistent touch-points.
- **Seminars.** Seminars in English, writing, and social studies provide a forum for students to tackle and authentically engage in textual analysis, historical document and primary source investigation. Seminar lessons are typically part of a cycle of lessons, where teachers prepare for in-depth examination of texts and carefully design lines of inquiry and discussion questions that may frame a larger writing prompt. Seminars differ from the traditional lecture, as they are more discourse centric, which may include group work and specific products completed within the scope of the seminar.
- **Socratic Investigation.** Asking deep questions aligned to enduring understandings are a key component of learning. Socratic investigations may occur at the beginning and end of a unit, where the goal is to prove or disprove hypotheses developed over the course of a sequence of study. Socratic investigations provide an opportunity to strengthen analytical and critical thinking skills, while also providing reflective moments of whole group assessment aligned to the speaking and listening standards of the CCSS. Teacher preparation of Socratic investigations involves developing clear lines of inquiry for students to engage and the scripting of scaffolded questions which anticipate student misconceptions and potential positions. The Socratic investigation provides coherence to the writing and argumentation emphasis of the CCSS in ELA.

³⁸ Michaels, S., O’Connor, M. C., Hall, M. W., & Resnick, L. B. (2010). *Accountable Talk® sourcebook: For classroom conversation that works* (v.3.1). University of Pittsburgh Institute for Learning.

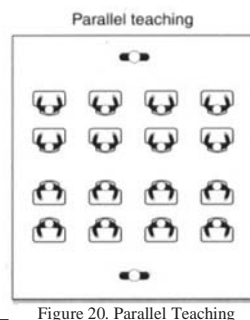
³⁹ Lemov, Doug. (2010) *Teach Like a Champion*. San Francisco, CA: Josey-Bass p. 137-140

- **Direct Modeling.** Often referred as “I-We-You”, the lesson structure provides an opportunity for the teacher to deliver clear, modeled direct instruction. This type of instruction is often most appropriate for the introduction of a new skill or practice within the class. Danbury Prospect uses a gradual release model within this teaching design, so that mastery of the skill can be assessed through the student’s ability to engage in the skill through authentic independent practice.
- **Explore (Guided Discovery).** Guided discovery switches the focus of learning from a passive role (the teacher delivering content and students listening) to an active role (teachers leading students to the overall discovery of the lesson’s objective). The major difference between a guided discovery lesson and a traditional “I-We-You” lesson type is the introduction to new material portion is replaced with a “guided discovery” introduction. Throughout the introduction, the teacher guides the scholars through an activity or active questioning that connects the scholars’ prior learning to the new material of today and ultimately making the overall connections of the topics themselves. The overall purpose of this lesson type is to reinforce the application of conceptual thinking within the lesson and to actively engage scholars in their learning.



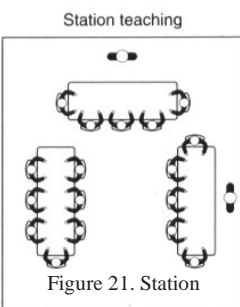
Co-Teaching

Co-teaching is a critical driver of student achievement in the Danbury Prospect framework. Aligned to the commitment to serve all learners in an inclusive environment, co-teaching forms the bedrock of this practice. Co-teaching can involve a variety of different staffing configurations, such as a general education teachers, special education teacher, specialist (speech, physical therapy, bilingual, occupational therapist, etc.), or a classroom paraprofessional. Co-teaching models are chosen based on the content taught, the needs of the students as evidenced by any legally mandated services, and formative and/or summative assessment data. The primary models of co-teaching at Danbury Prospect will include:



Team Teaching: In Figure 19, two or more educators instruct a class through a tag-team approach. Teachers explicitly delineate roles, which may involve breaking up components of a lesson. This type of teaching method may be appropriate, but not limited to a seminar style class or Direct Modeling lesson.

Parallel Teaching: The model in Figure 20, will be used in cases where the objectives require more frequent student/teacher interaction, such as the extensive use of manipulatives or other hands on materials or a seminar in which a smaller group is called for, or in cases where mandated by Individualized Education Plans. Teachers split the class into two similarly-sized groups and teach to the same objectives, preferably in different locations to minimize distraction.



Station Teaching: This model, Figure 21, is best utilized when there is a component of the lesson activity, such as online coursework, that can be done completely independently, or by a group of students, without teacher support but with the support other specialists/aides. When that is the case, it enables to run two other activities. Stations can either be rotating so that all students have the chance to complete all activities, or they can be static and chosen based on the individualized needs, as evidenced by formative data, of the three groups of students.

Small Group Instruction

Small Group Instruction (SGI) is a critical component of the instructional model at Danbury Prospect. Considering that students are heterogeneously grouped throughout the day, SGI provides an opportunity for targeted instructional approaches aligned to the needs of students within an environment of a reduced student teacher ratio. Destigmatizing the role small groups provides opportunities for personalization which allow students to receive remediation⁴⁰, on-level skill extension⁴¹, and acceleration. The benefits of small group instruction are well-documented. Student data collected from growth assessments, such as the STAR assessment and NWEA MAP, and formative assessment data (exit tickets, etc.) will inform small group instruction in daily, weekly and monthly cycles. Individual teachers, supported by department heads, will maintain daily data necessary to inform flexible groupings. On-going formative data, as well as larger assessments, will inform student progress as resulting from small group instruction. A number of different broad scale studies have found that the improvement of academic outcomes for students across the academic spectrum, including struggling students, students with special needs and English Language Learners⁴². The U.S. Department of Education published a research brief that finds that “when tutors work closely with teachers and are provided with intensive, ongoing training, they can make a difference.” A small group setting allows for a more accurate diagnosis of individuals needs to be addressed, the development of strong relationships, and an opportunity for acceleration and enhancement of learning.

B. Describe how these instructional methods support high standards of achievement and are accessible and appropriate for all students at all levels, including English language learners, special education students, students who enter below grade level, and other at-risk students.

Our instructional methods will be used to support high standards of achievement for all our students. We expect that a population of our students will come from families and communities with inherent academic risk factors: poverty, single-parent families, teen mothers, parents with limited education, non-English-speaking homes, etc. The free and reduced lunch figures from the neighboring schools indicate that we should expect similar percentages of low-income children to attend our school. Since charter schools are now designated as Local Educational Authorities (LEAs) for the purposes of federal funding, we know that the Danbury Prospect Charter School will be able to receive Title I and other Title funds. These funds are specifically for academic programs and strategies to address the educational needs of our children who are at risk of academic failure.

Whole Group Heterogenous Instruction

Danbury Prospect believes that inclusion is one of the largest levers in promoting community and in providing opportunities for English Language learners and students with special needs to engage in discourse, observation of other students, and to learn from students that bring multiple strengths to the instructional environment. Research has indicated that including students with specialized learning needs in a mainstream class does not have a negative effect on the learning of the classroom as a whole, but rather is found to increase learning and motivation of the classroom community for all students⁴³. For example, students in whole group classes have opportunities for seminar-based discussion and exposure to higher level content where students at risk, ELL students, and students with special needs can observe modeling from their peers, with additional supports in the classroom.

Co-Teaching and Small Group Instruction

Co-teaching is a primary driver of academic success for students with special needs, English Language Learners, and students at-risk as co-teaching provides an instructional vehicle for differentiation. Providing targeted academic experiences with high-quality co-teachers is our primary mode for making progress with all students. The interaction between co-teaching and small group instruction allows instructional practices to

⁴⁰ Cohen, Peter A., James A. Kulik, and Chen-Lin C. Kulik. 1982. Educational outcomes of tutoring: A meta-analysis of findings. *American Educational Research Journal*, 19(2), 237-248

⁴¹ Ritter, Gary W., Joshua H. Barnett, George S. Denny, and Ginger R. Albin. 2009. The effectiveness of volunteer tutoring programs for elementary and middle school students: A meta-analysis. *Review of Educational Research*, 79(1), 3-38.

⁴² Cohen, Peter A., James A. Kulik, and Chen-Lin C. Kulik. 1982. Educational outcomes of tutoring: A meta-analysis of findings. *American Educational Research Journal*, 19(2), 237-248.

⁴³ Sermier Dessementot, R., & Bless, G. (2013). The impact of including children with intellectual disability in general education classrooms on the academic achievement of their low-, average-, and high-achieving peers. *Journal of Intellectual and Developmental Disability*, 38(1), 23-30

draw from classroom content to utilize data to determine their support structure. This effort begins with hiring highly qualified teachers and continues with professional development opportunities that emphasize professional excellence and collaboratively designed programs of differentiated instruction based on assessment data.

As mentioned in the previous section, differentiated instruction will be used to serve the needs of all students, with special attention paid to students at risk for academic failure. Classes will be differentiated using three basics structures:

1. Differentiating content
2. Differentiating activities and teaching styles
3. Differentiating assessment

Biweekly, the core teachers, academic leadership and special education instructors will convene to review the progress of at risk students. Should a data review of the academic progress of any student fall short of expectations, the academic teachers, academic leadership and special education teacher will meet with the parents and student in order to chart a new course of action.

The following individualized actions will be implemented as additional supports:

- Students will be encouraged, directly and through their families, to attend our afterschool office hours for targeted academic support.
- Additional one-on-one or small group meeting with the Special Education instructor.
- Small group instruction during academic courses.
- When appropriate, ability based grouping of students.

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

At Danbury Prospect, structured data collection and analysis will drive our continual focus on instructional and academic improvement. This process will be overseen by the Academic Director of Prospect Schools, however all members of the community are tasked with promoting a data-driven culture.

Key Players Responsible for Development of a Data-Driven Culture at Danbury Prospect

| Role | Location | Responsibilities include, but are not limited to: |
|-------------------|------------------|--|
| Academic Director | Network | <ul style="list-style-type: none"> • Establish a culture across the organization that is driven by collecting, reviewing, and responding to student achievement data • Supports principal in implementation of best practices to ensure meeting and exceed accountability goals • Provide regular academic data achievement updates to the school leadership teams, the Board of Trustees, and directors • Supervise the network data team |
| Principal | Danbury Prospect | <ul style="list-style-type: none"> • Sets annual assessment calendar • Collaborates with Data Specialist and Academic Director on aggregate analysis of data • Participates in PD data analysis protocols (network and externally- led, such as the RELAY Graduate School of education) • Designs PD programming to ensure appropriate delivery and analysis of assessments, including facilitation of Looking at Student Work Protocol |

| | | |
|------------------|------------------|--|
| Data Specialist | Network | <ul style="list-style-type: none"> Disaggregate diagnostic, interim, state test data, and grade-data, draw conclusions, and make recommendations for interventions Maintain data tracking systems Lead data meetings with Danbury Prospect principal and senior central office leadership |
| | | <ul style="list-style-type: none"> Support state testing coordination Maintain academic compliance reports Understand and manage online data systems to track data Support and develop staff in data analysis and data driven planning |
| Department Heads | Danbury Prospect | <ul style="list-style-type: none"> Participates in data analysis meetings with Principals Leads LASW meetings with department members Leads re-teaching plans with department members based on item and error analysis Ensures/oversees entry of data into appropriate data analysis platforms (ex. <i>Illuminate</i>) |

Professional Development for Data Driven Culture

Prospect Schools has engaged in leadership and educator training on best practices of data-based instructional practices from Relay Graduate School of Education, Johns Hopkins University, and the Achievement First Charter

Accelerator. Danbury Prospect will build a data driven culture with an emphasis on connecting effective instruction, school culture improvements, and professional development practices⁴⁴. Drawing from these resources, annual preservice and in-year professional development time will be allocated for teachers to:

- Review assessment calendar
- Develop proficiency in data collection platforms (such as *Illuminate*)
- Receive PD/feedback on designing unit assessments
- Learning the LASW protocol from the RELAY Graduate School of Education
- Understand how to design re-teach plans based off of standards-based error analysis

Utilizing data to differentiate instruction

Cyclical Data Gathering

Consistent assessments inform school instructional leaders, teachers, parents and students about student and any need for remediation. Data from these assessments ensures that lessons are tailored to the needs of all students, especially students in needs of additional supports. Further, formative and summative assessment cycles create a culture of goal setting among faculty, students and families, to help bridge the home-school efforts to improve academic and social excellence. Aligned to the instructional practices detailed throughout prior sections, Danbury Prospects' instructional strategies, such as small group instruction and the appropriate co-teaching model, are driven by data-based decisions. Teaching schedules are also developed to build in collaborative planning time with co-teaching teams and content teams to strategically analyze data to assess progress towards class and school-wide goals.

Common Planning Time (CPT) for Data Analysis

Common planning time is one key lever in ensuring data-driven practices are built into a routine of excellent teaching⁴⁵. The leadership team facilitates ongoing weekly data meetings with content teams to model and demonstrate how to build data driven teaching plans. Correspondingly, these data driven plans will be utilized through an active coaching process to assess the intervention strategies and adjustments needed to ensure individualization of learning supports including differentiated instruction and that lessons

⁴⁴ Halverson, R., Grigg, J., Prichett, R., & Thomas, C. (2007). The new instructional leadership: Creating data-driven instructional systems in school. *Journal of School Leadership*, 17(2), 159.

⁴⁵ Bambrick-Santoyo (2010). "Driven by Data: A Practical Guide to Improve Instruction."

have the appropriate scaffolds and/or extensions to appropriately meet the needs of students. For example, if 5-6 students are consistently not performing on a exit ticket in a math class discussion ratios and proportions in word problems; the next week a co-teaching model involving alternate instruction may be chosen, where a math specialist works with the small group of students to reteach the lesson with manipulatives or a tape diagram to give them a more hands on approach to engage in the pieces of the problem.

Data-driven Interventions to Meet Student Needs

Additionally, Danbury Prospect understand the importance of using data to drive cultural interventions across the school, particularly as aligned to ensuring practices utilized in the Danbury Prospect advisory programs are aligned to issues that are occurring in the school, such as issues of identity or peer communication. Research has shown that schools utilizing data to drive their explicit social emotional learning practices have seen achievement that is up to 11 percentile points higher than schools that do not implement with fidelity such programs⁴⁶.

Data Review

As Danbury Prospect continues to grow and more data is received, including CT state testing data, curricular and program evaluations will be consistently built into the culture of review and revision to align to the needs of the Danbury community. The Danbury Prospect Governing Council will maintain short-term, intermediate, and long- term planning that includes cycles of review of curricular and instructional decisions. Assessments are vital to the health of our organization as they provide the data necessary to improve student learning and overall school performance beyond academics. They provide information about the effectiveness of our instructional program, areas of curricular strength and weakness, resource and staff development needs, and guide priorities and improvement goals.

Understanding that any one assessment is a limited source of information, we seek to establish a streamlined yet balanced system of assessments that paint a clear picture of the quality of student learning in our program. Data from these assessments are centrally stored and reported. Reports then serve as the basis for analysis by school teams as well as by data teams within the Prospect Schools network.

Data Teams

Data teams serve as the vehicle by which student achievement data are collaboratively analyzed. Teams are composed of a combination of directors, principals, academic leads, counselors and teachers. These teams work together to make sense of the student learning outcomes, identify root causes, generate solutions, and monitor their effects. Each data team hosts a data results meeting after every network assessment.

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

I. Introduction to Danbury Prospect Professional Development

Professional development is aligned to Danbury Prospect's commitment to maintain and develop the capacity of teachers to implement a rigorous, data-driven culture of learning for a diverse student population. The primary levers of the development sequences across Prospect Schools align to two key goals: 1) to cultivate and nurture an environment where all students have the capacity and skills to achieve at the highest levels of mastery; and 2) to develop a school community committed to collaboration and reflection over teaching and learning practices.

Developing excellence within these domains is the responsibility of the instructional leaders of Danbury Prospect, and is led by the Principal and the leadership team. These leaders are the in-house drivers of this development and are supported by network leadership team to develop the programmatic sequences that make IB, CCSS, NGSS, and CT standards accessible to all students.

Danbury Prospect's professional development sequences occur in two distinct phases throughout the year to

⁴⁶ Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011

advance excellence and continuous improvement. Faculty members receive professional development that occurs over 15 summer days, 39 early release days for students, and through outside programming supported by partnership with Relay Graduate School, Education Pioneers, New York University, and the Achievement First Charter Accelerator. All teachers have daily preparation time and collaboration time with co-teachers. Moreover, each week there is an alternating cycle of content, grade level, and student support services meetings. Further, at least once a month there is an opportunity whole staff professional development supplemented by community time as a school.

II. Summer Professional Development

The 15 days during the summer are used to build the capacity of multiple strands of educators, including -- 1) principals, instructional leaders, coaches, and operations heads across the Prospect Schools; and 2) core teachers, specialist, enrichment teachers, and support faculty. Areas of focus for the summer professional development are:

1. Fostering a Collaborative School Culture: Discussed in the commitments of Danbury Prospect to build a strong school culture centered around strengthening relationships between staff and faculty members, it is critical that all faculty members clearly understand the common mission and vision, develop the mindsets necessary to engage in deep collaboration, and to align their work to a cycle of feedback and teaming. Unpacking the Prospect and Danbury Prospect Schools' mission, building the narratives of self which drive the work to close the achievement gap, and establishing the professional norms of the culture are critical in bridging the intersection between Danbury Prospect as a fixture to the community of Danbury Connecticut.
2. Establishing a Shared Vision Guiding School Practices: There are a number of key areas that define and shape the Prospect Schools method of instructional excellence, including a clear vision set by the school leader on how the school works operationally and functionally to support learning at the school. These practices include family community, advisory systems, coaching and feedback systems, and teacher taxonomy moves (based on Doug Lemov's Teach Like a Champion 2.0). Summer professional development builds the skill of teachers through *practice*. Teachers watch high-quality examples of each of these moves, articulate the criteria for success for each of them, and then will have drill (single skill isolated) and scrimmage (several skills practiced at once) opportunities to try these methods out. Danbury Prospect will also hire an International Baccalaureate coordinator who will be responsible for ensuring all new teachers will receive IB training provided by the International Baccalaureate Organization either directly or indirectly. Ongoing IB support for curriculum development, particularly oversight of the inquiry process, will be provided by the Principal and/or IB Coordinator. The IB coordinator will attend regular IB trainings and manage a professional development budget that determines how many teachers annually can attend.
3. Curriculum Development for Unit One: Teachers must feel prepared to execute the instructional vision for the year, through preparation, collaboration, and work with their department teams, network leadership, grade levels, and co-teachers. Summer PD provides an opportunity for teachers to engage in development around what initiatives aligned to instructional excellence are the priorities for the year, and to examine and unpack the related CCSS, IB, and CT frameworks for their subject. Teachers learn the process for coaching and actionable feedback and learn to refine their daily lesson resources and lesson plans that will culminate in their first Unit of the year.
4. Diversity and Differentiation to Serve All Students: Teachers must also understand deeply the community of students they are preparing to serve. This process and development may include training around how whole group heterogeneous, co-teaching, and small group instruction will utilize the data driven process to address students at risk of academic failure, students with disabilities, ELL populations. PD prepares teachers through strategic and targeted sessions to ensure specialized instruction and differentiation is planned for and tailored to the unique strengths of every student. Teachers gain understanding of the supports and interventions necessary to succeed in a differentiated learning system through the use of a multi-tiered system of supports. For example, for co-teaching practices, teachers will learn how to work collaboratively with one another, to assess the

appropriateness of the instructional choice, and how to use differentiation strategies aligned to the instructional methodology. Understanding clear co-teaching processes and the coaching and development cycle is essential for developing co-teachers to push student achievement. The PD cycle for the year, through instructional PDs once a month, and bi-weekly coaching sessions with the leadership team to ensure a year-long trajectory of continuous improvement.

III. Professional Development Throughout the School Year

A key feature of Danbury Prospect is that everyone—students, teachers, leaders—are continuously focused on growing and getting better. However, in order to ensure that these processes are consistently supported throughout the school year, teachers and staff receive opportunities for coaching and development through the school year.

Coaching Meetings: These weekly meetings between a teacher and his/her coach are protocol-focused and depending on the time of year or identified area of need, the topics include:

1. **Looking at Student Work/other Data Analysis:** In these meetings, led by the Principal and other coaches, faculty will discuss assessment results and will collaboratively modify teaching strategies. As data from Interim, unit, standardized growth assessment and state assessments become available, core teachers, with support from the special education instructor, will adjust the academic program to maximize student performance. Sample lessons from CTB McGraw-Hill, IB, Prospect Schools resources and individual teachers will be incorporated to address student learning needs. In addition, video clips of classes will be observed by grade level and departmental teams to demonstrate model strategies. Grade level teams will frequently engage in practice and reteaches aligned to the collaborative findings of the team.
2. **Intellectual Prep/Co-Planning:** These meetings involve opportunities to examine student data and lesson plans to ensure they are appropriately differentiated for the diverse student populations. In these weekly meetings, co-teachers may examine formative and/or summative data, decide on specific co-teaching strategies, or plan for other changes in curriculum. Additionally, addressing student misconceptions and adjusting instructional practice is consistent with the desire for continuous improvement.
3. **Observation, Feedback & Practice:** Observation, feedback, and practice are key aspects of ensuring that instruction is at the highest level of excellence. Teachers receiving feedback and observation from their coaches on a bi-weekly basis. During these O3s (one-on-ones) coaches and teachers engage in goal setting, discuss feedback, and assess progress of their practice aligned to students' development in their classes. Principals and Department Heads are able to *differentiate* feedback so that it is targeted to the needs of the specific teachers.
4. **Real Time Coaching (RTC):** School leaders support teachers improve rapidly by giving “real time” feedback, especially in an area of focus. RTC aims to set up the teacher with the tools to employ the technique before the coach leaves.
5. **Advisory Planning (Advisory):** This meeting is dedicated to developing strategies for using advisory time effectively. The Principal will distribute the lesson plans for the upcoming unit and discuss Advisory goals for the week. Advisory model lessons will come from the materials developed by Prospect Schools and other resources local to Danbury.

In the first and second years of operation, grade level faculty meetings will be led by the Principal. As the school grows, department heads and grade level leaders will be recruited and trained. Eventually the model will be for teachers to run grade level faculty meetings with oversight from Principal.

1.5 Student Assessment

- A. Describe the proposed school's comprehensive assessment system, including formative, benchmark, and summative assessments. Please ensure that the assessment system is aligned to the curriculum and educational philosophy.**

Danbury Prospect understands the intrinsic value of frequent, well designed assessments to support student learning and to coach teachers' instruction. As discussed in section 1.1, the educational philosophy driving the school culture of the organization is a reflective attention to data and the use of that data to make informed decision about curriculum, instructional strategy, and to focus educator development. Each of these components are critical in ensuring students across a diverse range of learning needs have appropriate opportunities to access the curriculum and to engage in both remediation and acceleration. Moreover, a key aspect of the IB programming is an assessment of the understanding and skills that go beyond memorizing facts and figures, and to deeper levels of Bloom's taxonomy, which ask students to think critically and to engage in global problem solving.

In an era of rapid change and an ever-increasing flow of information, students need to demonstrate their ability to organize knowledge and analyze and direct knowledge creatively. Danbury Prospect's assessment focuses on synthesizing information, evaluating findings and applying them to real-world situations, which are key aspects of the CCSS, particularly the speaking and listening standards and the mathematical practice standards. Assessments also enable lessons to be tailored to a student's needs. Grade level and individual class goals will make teachers aware of the improvement that each student needs to make. Many of our students will come from fragmented educational backgrounds, so catch-up will be needed along with grade level work. Small group instruction makes it feasible for us to provide remedial work for students at risk of academic failure and to make sure all students are learning at grade level. Danbury Prospect will coordinate the implementation of state and city assessments including those mandated by the CT testing program, benchmark, and internal assessments.

The following table summarizes examples of assessments that will be utilized at Danbury Prospect. Additional details regarding how these assessments will inform instructional practice, including the breadth of data that may be gleaned from various assessments, follow in the narrative below:

Figure 22. Assessment Chart

| Type of Assessment or Evaluation | Curriculum and CCSS Alignment | Predominate Assessment Purpose: Formative/ Summative/Diagnostic | Frequency of Delivery |
|----------------------------------|-------------------------------|---|--|
| SBAC for ELA and Math | X | Summative | Annually |
| Mock Assessments | X | Summative | Annually |
| Interim Assessments | X | Summative | 4x per year |
| STAR/NWEA MAP | X | Benchmark/Diagnostic | 2x per year (min) More frequently for students with disabilities and limited English proficiency, etc. |
| Fountas & Pinnell | X | Benchmark/Diagnostic | 3x per year |
| Exit Tickets | X | Formative | Daily |
| Quizzes | X | Formative | Every 2 weeks |

| | | | |
|--|--|----------------------|-----------------|
| Unit Tests/Unit Projects | X | Summative | Every 4-6 weeks |
| Informal Teacher Assessments: Checks for Understanding | X | Formative | Daily |
| Language Assessment Scales (LAS) for ELLs | X | Benchmark/Diagnostic | Annually |
| IB Assessments | Formalized IB MYP assessments are not administered by the IB until 10th grade. 11th and 12th Grade IB assessments are administered annually at the completion of IBDP courses. | | |

Formative Assessments

The following bullets summarize how DPCS teachers will utilize formative assessments to adjust ongoing teaching and learning in ways that will improve students' achievement of intended instructional outcomes during individual lessons and across instructional units.

- Exit Tickets: Teachers will use “exit tickets” at the end of the class to measure which students mastered the objective and which students may need more practice or a reteach, coupled with additional support. Exit tickets are a key benchmark in deeply examining student work and its impact on the instructional strategy chosen for a lesson. For example, if a majority of the students in the class did not demonstrate the mastery of a CCSS aligned skill around writing claims that characterize particularly pieces of evidence in a writing class, the co-teachers may decide the best method to ensure mastery of the skill is a reteach of the lesson in smaller groups, such as the use of a parallel co-teaching model, where both educators are splitting the class to reduce the student-teacher ratio. Exit Tickets inform refinement to lesson plans, student groupings, and tutoring.
- Homework, Quizzes and Conferencing: Students receive homework assignments aligned to their core content classes. These assignments are used to evaluate both student’s ability to engage in habits of success and are key in developing executive functioning skills which are critical to develop in middle school, before moving to high school. Additionally, homework is an opportunity to assess effort and how skills and concepts introduced and practiced in class have translated to their independent work at home. This lens of homework as a piece of assessing effort is important in translating skills from working and short-term memory into long-term memory (promoting automaticity)⁴⁷. Likewise, quizzes and conferencing serve a similar function in assessing the quality and depth of understanding of concepts taught in class, connected to homework, with opportunities to gauge understanding of students through multiple entry points. For students and families, these assessments will provide routine feedback about student progress in each course.
- Informal Assessment: Teachers will be expected to continually engage in informal assessment of students to ensure that students have mastered content, to prepare them for more formalized exams, and to foster consistently high student performance. For example, teachers will use informal tools such as Do Nows, verbal testing techniques, case studies, and problem-posing challenges that allow teachers to make adjustments to the lesson and ensure that the lesson is concluded with a check on student understanding of the material. Since teachers will design lessons focused on mastery of a specific skill or area of content, they will be expected to develop and use informal formative assessments to drive re-teaching plans to target student mastery of core standards and content areas.

Summative Assessments

The following bullets summarize how DPCS teachers will utilize summative assessments to evaluate student academic achievement at the conclusion of a defined instructional period of time (ex. a unit).

Please note that the assessments listed here also serve a formative role insofar as teachers utilize formative

⁴⁷ Hardiman, M. (2012). *Brain-targeted teaching for 21st century schools*. Thousand Oaks, CA: Corwin Press.

assessment data to drive reteach plans in advance of state end-of-year exams.

- **Interim Assessments:** Danbury Prospect uses an interim assessment cycle that is backwards planned and reverse engineered from two sources, the unit assessment structure for the year and End of Year CT State Tests. In addition, Prospect Schools network team utilizes Achievement First resources to develop mathematics and ELA interim assessments. Prospect Schools Director of Academics and Data Specialist will work with Danbury Prospect's principal to create a comprehensive breakdown of the major results from state exams, including the power standards assessed and targeted analysis of areas for improvement. Interim assessments occur after the completion of two units. These assessments allow for Danbury Prospect to assess mastery of content and skills over multiple instructional touch points, and, as mentioned above, allow the school leader and instructional teams to develop data driven plans to guide the reteach cycles. Danbury Prospect teachers will also administer Connecticut-prescribed interim assessments in mathematics and English literacy. The Smarter Balanced Assessment Consortium System offers Interim Assessments Blocks (IABs) to measure smaller sets of related concepts which will be used to ensure that the Danbury Prospect students are on track with Connecticut State standards in mathematics and literacy.
- **Mock Assessments:** The assessment cycle will periodically administer tests modeled on the state tests. The periodic tests will be designed by the Prospect Schools network team and will be based on the style and structure of the annual state tests. Mock exams will be administered in advance the state tests and will give students the opportunity to become comfortable with the style and format of the state tests. Additionally, these tests will provide information allowing teachers to gauge the effectiveness of their instructional strategies and inform the structure and content of re-teaching/review lesson plans in advance of the state tests. When the periodic tests reveal deficiencies in student achievement, professional development time will be directed to explicating research and examining educational practices that will help teachers prepare their students more effectively and may drive holistic curricular revisions.

Benchmark/Diagnostic Assessments

- **STAR:** Minimally twice per year, Danbury Prospect will administer diagnostic tests using the *STAR Assessment* from Renaissance Place. These tests will be used to determine the student's skill and knowledge levels prior to enrollment and to check progress in the middle and at the conclusion of the school year. The use of a standardized, adaptive growth and diagnostic test is critical in ensuring that we are meeting the needs of the diverse range of students at Danbury Prospect Schools. These assessments are instrumental in informing how students with special needs are progressing towards their IEP goals and if we need to dramatically change intervention strategies such as small group instructional placements. Further, the STAR assessment will be critical in our Response to Intervention (RtI) framework, to make sure we are really moving students towards mastery of grade level standards or if we need to move students through a more succinct referral process. Specific guidelines for RtI performance triggers can be found in appendix A.2.
- **NWEA MAP:** The Northwest Evaluation Association™ (NWEA™) interim assessment, Measures of Academic Progress® (MAP®), will be issued minimally twice per year to Danbury prospect students. MAP data will be utilized quantify student academic growth has occurred between testing sessions, set target proficiency goals and allow teachers to differentiate instruction and pinpoint individual student needs based on the testing results. MAP data will help to determine if a middle school student is on-track for IBDP readiness by the end of 10th grade. Students who are on track must obtain an ELA MAP RIT score = 220 (at spring assessment), and a Math MAP RIT = 231 (at spring assessment).
- **Fountas and Pinnell (F&P):** Danbury Prospect will use the Fountas and Pinnell Benchmark Assessment Systems. The Benchmark Assessment Systems are nationally normed and standardized, providing Danbury Prospect with dependable and highly accurate measurements of success in reading and language learning. Fountas and Pinnell measures decoding, fluency, vocabulary, and comprehension skills from grade K-8. They are also aligned to the state standards for reading and language. Fountas and Pinnell Assessments will be given early in the school year, with regular additional assessments, in order to determine how students are progressing in the English Language Arts. As a result, Fountas and Pinnell Assessments give teachers the ability to track individual and

class progress throughout the year in a wide range of ELA skills. Danbury Prospect will administer Fountas and Pinnell Benchmark Assessments four times per year. In addition, teachers at Danbury Prospect will receive professional development training for the administration and interpretation of Fountas and Pinnell Benchmark Assessments.

B. Explain how the assessment system ensures the participation of all students, including those students identified as requiring special education, in the appropriate Smarter Balanced Assessments, Connecticut Mastery Test (CMT) and Connecticut Academic Performance Test (CAPT) Science and SAT and/or other alternate assessments for students through the Planning and Placement Team (PPT) process.

Danbury Prospect will follow all guidelines for administering Connecticut examinations, supporting the appropriate assessments and accommodations for students with disabilities as outlined by Smarter Balanced Assessment guidelines and student's IEPs and our Student Support Services team.

As the guidelines state, all students are held to the same standard of participation and performance for the state test and we extend this to all forms of summative and formative assessments that we will administer at Danbury Prospect. Supports will be provided in accordance to students' IEPs or 504 plans, or when indicated by a teacher or other classroom support person. Danbury Prospect will benefit from 8 years of experience at sister schools planning accommodations for students as needed. Currently, at our Brooklyn Prospect Windsor Terrace Middle School, our students with disabilities outscored students with disabilities in the local district in both Math (31% proficient vs 19% proficient) and in ELA (21% proficient vs 17% proficient).

Exceptions may be made for English Language Learners who are enrolled in their first year of school in the United States. Under those circumstances, Danbury Prospect will adhere to the state's guidelines for alternate assessments based on modified achievement standards (AA-MAS). Students with the most critical cognitive disabilities who meet specified criteria, may also be permitted to take alternative assessments. For students such as these, the Planning and Placement team will make these decisions.

As Danbury Prospect will open with a 6th grade class in its inaugural year, we will be using the knowledge gained from our two Brooklyn sister middle schools to ensure our assessment program is fully accessible in accordance with Connecticut's guidelines and that all students are prepared for success on both computer adaptive and standard assessments. This preparation will include training teachers and staff, as well as preparing students.

While the SBAC assessment will provide important performance data at the end of the year, Danbury Prospect will rely on the formative and summative assessments outlined above to provide remediation and to monitor progress on an ongoing basis throughout the year. This model supports identifying student's instructional needs in real-time, so educators can plan reteach and classroom differentiation or establish interventions as needed. This data provides critical indicators of student progress towards IEP goals and English Language proficiency, empowering our teachers to be responsive to student needs.

C. Explain how assessments will be used to determine, monitor, and report individual student, cohort, and school progress over time. In particular, please describe a purposeful approach for measuring student progress toward achieving academic and non-academic goals tied to the school's mission and educational priorities.

Core to its mission, Danbury Prospect is committed to using real-time assessment data (both formative and benchmark assessments) to help identify and provide support for all students, including struggling students, students with special needs, and English language learners. Understanding how students are performing is essential for the design of our instructional methodologies as articulated in section 1.4, specifically on how co-teachers are choosing the appropriate instructional model based on assessment data. Further, aligned to section 1.3 Danbury Prospect has designed a curricular revision cycle that emphasizes the monitoring of how students and cohorts are responding to curricular approaches. Tightly linked to our commitment to developing excellent teachers, this review process is key in designing the appropriate professional development focus areas. Students whose coursework grades and other assessments indicate they are not on track to meet annual

learning objectives will be recommended for additional support via after-school tutoring. Aligned to our educational philosophy of ensuring our parents as partners in the educational process, parent-student-advisor conferences will be held to inform parents of the support available and the possibility their student may need much more intervention and supports to meet their potential for grade level mastery. If student achievement data at the conclusion of the school year indicates that students have not met annual learning objectives for their grade level, students will attend Summer School. Data garnered from the assessments in section 1.4a, will be used to inform instruction, monitor individual student and teacher performance, allocate resources and personnel, and ensure that any special services and supports are informing curricular, professional developing, and coaching sessions across the school.

Weekly and Monthly

Danbury Prospect teachers ensure that significant attention to developing and implementing quality lessons is aligned to the results of the assessment data.

Co-teaching meetings: During weekly co-teaching meetings, teachers have an opportunity to review lesson plans, student formative assessment data, and to make the appropriate adjustments to the instructional methodologies chosen. Moreover, teachers will be coached during these sessions through deeply examining student work, to ensure that lessons clearly align to standards and are representative of the teaching focus areas that develop the level of critical thinking and inquiry present in the IB, CCSS, NGSS and CT State Standards. Grade Level Meeting/Student Support Meetings: Teachers will also look at data from student grade as a whole and data from student support meetings and combine this data to create tutorial groups. These tutorial groups run during the study hall time. They are small group pull outs that provide targeted intensive support in specific subject areas. Student needs meetings are times when teachers and grade level leaders talk about which is the highest leverage subject area and discuss the student personalities to ensure a healthy balance of the working groups. These groups are created for each subject area and within each classroom to ensure Danbury Prospect students are getting targeted support. Depending on the subject area and objective of the day, the groups change between being heterogenous or homogenous.

Periodically

Data Day Professional Development: Data collected from interim and mock assessments will be analyzed by the Principal, school instructional team, and the Prospects School's Academic team to help design periodic Data Day Professional Development sessions, three times per year. These data “step-back” sessions allow the school to examine their progress towards collective academic and non-academic goals. Additionally, these professional development sessions will allow the school to strategically plan what the appropriate instructional direction moving forward is, and how this data will inform grade level, department team, and co-teaching shifts across the school.

Data will be analyzed by item and standard, in the aggregate to gauge school wide performance, and subgroup analysis by student, class, cohort, teacher, subject, etc., will be conducted.

Coaching and Instructional Leader Team Meetings: These meetings occur on a periodic basis with the Principal and department leads. During these sessions, action plans will identify skills/concepts to be retaught to the class, small groups, and individual students with tutoring support; students in need of intense remediation; adjustments to existing student groupings; weaknesses in curriculum to revise for future years; and support/PD for teachers to strengthen areas of instructional weakness. Action plans will be revisited frequently to ensure students are making adequate progress toward mastery of standards. Significant planning and PD time throughout the year will focus on analysis of student achievement data.

Families: Danbury Prospect recognizes that we maximize our impact on students when families and school professionals are aligned in our support of students. Therefore, parents and students will be made aware of student achievement data through a variety of mechanisms. Most frequently, an academic data report will be available through the school's online performance tracking system. Parents will also be sent out reminders of when and where to access the reports. The report will include absolute and comparative data on homework completion and assignment grades for the weeks in addition to information about future homework assignments. Advisors will monitor the progress of advisees across all subjects, and maintain close

communication with advisee families regarding trends in overall emotional, social and academic performance. Teachers will also call home regularly to inform parents of both positive and negative academic and behavioral developments. At the middle and end of each semester, students will receive a report card with grades for each class. All parents will be required to attend a parent-teacher conference after the first report card.

Governing Council: Prior to each of the meetings of the Danbury Prospect Charter School's Governing Council, the Principal will compile a school-wide data analysis to share with the council's Academic Oversight Committee and the Governing Council at large. These data reports are critical in ensuring there is an adequate monitoring of the school's progress towards academic and non-academic goals. Based on student performance on interims, growth assessments, and state assessments the Governing Council will make decisions about resource allocation, curriculum, and instructional strategies that might be implemented school-wide.

Additionally, Danbury Prospect will collect and monitor non-academic data and progress towards those goals. Statistics for this area will include daily attendance records, enrollment figures, attrition and retention rates, financial statements, disciplinary referrals, family and student surveys, parent engagement rates, community partnerships, etc. These metrics will be essential in accountability around progress towards meeting academic and non-academic benchmarks.

D. Describe how the school will use student assessment data to improve curriculum and instruction.

From the start of the year, the Principal consistently emphasizes collaboration among faculty when designing the interdisciplinary curriculum, developing assessments and implementing common instructional practices. Danbury Prospect has common weekly meeting times for teachers to collectively plan grade-level work, and every core faculty member will have daily planning time allocated to their schedule. Teachers will have 2-4 hours of professional planning per week with the following schedule:

Figure #23
Weekly Professional Planning
Calendar

| |
|--|
| <p>Monday: Teaching Strategies, Assessment Creating and Planning (Assessments)</p> <p>Tuesday: Co-Teaching meetings, data review</p> <p>Wednesday: Data-Analysis and Implementation (Leadership Meeting)</p> <p>Thursday: Discipline, special education and at-risk students (Student Needs)</p> |
|--|

Test results will reveal student strengths and weaknesses, and co-teaching planning meetings will give teachers the opportunity to address student needs and coordinate differentiated instruction. Supported by the Principal and special education teacher, teaching teams will adjust instruction and curriculum to address specific student weaknesses. As required on an individual student basis, teachers will provide additional academic support in after school tutoring.

At the end of each unit, a unit test is given. The results of the unit tests are utilized to determine the effectiveness of the curricular unit on student learning. The curricular teams, consisting of the classroom content teacher, classroom co-teacher, school-based instructional leader (principal or department head) and the network content area specialist, will evaluate the unit curriculum and plan changes for the following year. The results of the unit tests also provide an additional data resource to triangulate results from the exit tickets, bi-weekly quizzes and interim assessments.

Grade level common assessments will be graded by teachers as a team. Teachers will use the results in multiple ways. Teachers will advise individual students based on individual performance. Teachers will use the data to determine what content and skills were mastered by the class and which were not. This data will influence the design of the subsequent curriculum by providing teachers with a goal to dedicate further study and practice to areas of student weakness. The grade level team of teachers will collaboratively address student weaknesses by

working to focus curricular and pedagogical attention on these weaknesses. Over time, these collaborations will hone a set of best practices instructional strategies for Danbury Prospect teachers.

Reteach plans, developed by teachers and reviewed by Danbury Prospect administrators will be developed to address deficiencies in student performance against the CCSS standards. Adapted from protocol designed by the Relay Graduate School of Education, the following steps will be taken to develop effective reteach plans:

1. Teachers, supported by the Prospect Schools Data specialist, will identify the the deficient skill, content, or strategy based objective that tightly aligns to standards
2. Teachers, supported by the Prospect Schools Data specialist, will identify specific questions from the assessment that are tightly aligned to identified standard.
3. Teachers will review the questions and create a teacher answer exemplar. Next a review student responses to the question (select from low, medium and high performing students) will occur in order to name the misconceptions that are revealed by the scrutiny of student work.
4. Teachers will design a reteach plan to address misconceptions.
5. Reteach plans will be implemented and students will be reassessed.

The data will also be used as a component in determining a teacher's overall performance. If the data suggests that the teacher needs to improve, the Principal will work with the teacher to provide the support necessary for sufficient professional development. As mentioned previously, the data teams that will work within and across the Prospect Schools network will examine student assessment trends throughout the year to alter and adjust instruction as needed. The trends identified will be the focal point for summer professional development led by Prospect Schools across the schools in New York and Connecticut.

E. Provide an assessment calendar and explain how the calendar provides opportunities for remediation. Please include a plan to address the needs of students who do not meet established achievement targets

| Type of Assessment or Evaluation | Curriculum and CCSS Alignment | Frequency | Accessibility & Communication to Stakeholders (Staff, students, parents, and Board) | Evaluating & Reporting Program Effectiveness | Influencing Program Design and Instructional Decisions |
|----------------------------------|-------------------------------|----------------------------------|---|--|--|
| SBAC for ELA and Math | X | Annually | X | X | X |
| Mock Assessments | X | Annually | X | X | X |
| Interim Assessments | X | 4x per year | X | X | X |
| STAR | X | Periodically (minimally 2x/year) | X | X | X |
| NWEA MAP | X | Periodically 2x/year | | | |
| Fountas & Pinnell | X | 3x per year | X | X | X |
| Exit Tickets | X | Daily | X | | X |
| Quizzes | X | Every 2 weeks | X | | X |

| | | | | | |
|--|---|-----------------|---|---|---|
| Unit Tests | X | Every 4-6 weeks | X | | X |
| Informal Teacher Assessments: Checks for Understanding | X | Daily | | X | X |
| Language Assessment Scales (LAS) for ELLs | X | Annually | X | X | X |

Following all assessments, school based academic leadership (Department Heads and Principal) and teachers review the results collaboratively and plan specific content re-teach for the students. Teachers review informally gathered assessments each week with an academic leader as they lesson plan. Varied assessments, which take place at set intervals, allow instructional adjustments for the students who are not meeting achievement targets. An example calendar highlighting a typical math re-teaching plan is provided in the appendix.

Students not meeting targets will be given additional support from the Student Support Services team. Danbury Prospect also offers additional ways for students to receive additional support, whether that is on a more informal basis during study hall or advisory or through supplemental course support during winter or spring breaks. All teachers maintain office hours which are accessible to all students. Students may be recommended and encouraged to attend office hours by teachers or family members. A staffed “Homework Club” will be available to students in the afterschool program.

F. Describe the proposed school’s plan to share student learning practices and experiences with the local or regional board of education of the town in which the proposed charter school is to be located.

Danbury Prospect Charter School seeks a positive, collaborative relationship with Danbury Public Schools (“DPS”). We appreciate the challenges that the district faces as it seeks to educate Danbury’s large, diverse population of students and we look forward to working with them in that regard. Danbury Prospect has reached out to the DPS Superintendent of Schools, Dr. Sal V. Pascarella, and has met with the Deputy Superintendent, Dr. William R. Glass to learn more about DPS and discuss ways to collaborate in adding to the community’s educational offerings.

Danbury Prospect professional development training sessions are open for other non-network professional to attend and we plan to focus on topics such as “Creating an inclusive environment” which may be of interest to the Danbury Public Schools as well. DPCS looks forward to partnering with the Danbury district in more targeted ways that could be developed during our planning year and are happy to present data at any Danbury Board of Education meetings as well as reserving a seat for a representative from the Danbury Board of Education on our Governing Council.

Each month Danbury Prospect Charter School will host public Parent Teacher Student Organization meetings which all members of the Danbury community are welcome to attend.

Prospect Schools is a founding member of the Diverse Charter Schools Coalition and strongly believes in sharing best practices to improve the educational system for students as a whole. We will continue to be a model of inclusivity by bringing students from radically different backgrounds together intentionally and designing our school environment to further productive relationships.

SECTION 2: STRENGTH OF ORGANIZATIONAL EFFORT

Section II Strength of Organizational Effort

2.1 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

The Founding Team is comprised of two groups- Community Founders and Educational Founders. The Community Founders, have deep ties to the local Danbury community and a significant understanding of both the current public K-12 educational landscape in Danbury, and the needs of Danbury children. The Educational Founders have helped build, nurture, and run 40 successful charter schools in 16 cities across five states and two countries for over 25 years. Combined, the Team has more than 110 years of accumulated experience and institutional knowledge pertaining to the essential components necessary to successfully establish and run highly effective charter schools in communities with student populations similar to Danbury's.

Our Story

The Community Founders are a group of Danbury-connected individuals who live, work, worship, or are otherwise connected to the Greater Danbury community. The roots of Danbury Prospect originated with this group, who came together to problem-solve around a variety of issues pertaining to the quality of teaching and learning in Danbury public schools. Issues ranging from middle school overcrowding, academic achievement levels, sibling preference at the magnet schools, limited school choice options, disparities in resource allocation at the schools to statewide budget cuts and equitable school funding across Connecticut were discussed. As a result, the group began to formally assemble in 2015, and officially came together in early 2016 to support the development of a charter school developed in and for the residents of Danbury.

Once they had identified the needs of their community, the Community Founders did some research to find a successful charter school network whose values and vision were aligned to the needs of Danbury and who had a strong track record of success with a student population whose racial, ethnic, and socioeconomic composition is similar to Danbury's. That research lead the team to the founders of Prospect Schools, who founded the Brooklyn Prospect Charter School network of schools, located in Brooklyn, New York. A partnership was forged, bringing a group of community leaders who desired more and better public school options together with a highly regarded and experienced charter school operator. The resultant group of educators, advocates, parents, community members, and leaders came together united under a common mission and vision of Danbury Prospect Charter School.

The Community Founders

The below Community Founders, in addition to their deep roots in the Danbury community and educational landscape, have an array of local and state level expertise, especially in the areas of education, organizational leadership, educational policy, mixed media, child development, operations, finance, real estate, communications, and development- all areas crucial to the building, start up, and running a successful school.

Irene Aspras: Former Board Member Danbury Children's First; Citywide PTO Liaison; Bilingual Tutor in Modern Greek and French; Conversant in Italian and German; Danbury Parent. Ms. Aspras grew up in a bilingual home and received her education overseas which has provided her a unique, global perspective on issues pertaining to children and families. In addition to working full time, Irene teaches Modern Greek to students, preparing them for the NYS Regents-equivalent examination, and tutors children of all ages in mathematics, English, French and the sciences. Since moving to the United States, Irene has been an advocate for high quality education for all, regardless of socioeconomic status and irrespective of where one lives. Irene is a class of 2009 graduate of the Parent Leadership Training Institute, a Danbury Children First board member, and an active participant in Danbury educational landscape- public and private. She serves on the Danbury Citywide PTO, volunteers as a Parent Ambassador, grade-level parent, and facilitator for Junior Achievement. Irene is the mother of two and has lived in Danbury for over twenty years.

John Balis: Communications, Multimedia, Marketing Entrepreneur; Graphic and Design Consultant; Character Education Curriculum Developer for Middle and High School. Mr. Balis grew up in Danbury, CT, attended Broadview Middle School and graduated from Danbury High School. After graduating from SUNY Purchase New York, he started working for an international management consulting company and later went on to develop his own business where he has served several Fortune 500 companies over the years. John is an Executive Producer for Our8s Productions, developing movies and original content for television and the web. John has a passion for education and educators. Recently he and his team formed a production company creating character education curriculums and content to help schools teach empathy, compassion, and guide school staff to create safe school climates. Their principal project includes a feature film “Put It Into Words” which is being produced by Hollywood producer Jeffrey Wetzell. The film includes a detailed curriculum to help administrators and educators promote safe school climates. John and his son Indiana, co-manage his business, The World’s Greatest Search and Discover, a company centered around teaching kids world history in a fun and engaging way.

Rachel Chaleski: Danbury CityWide PTO, Secretary; Declared Candidate for Danbury Board of Education (2017); Statewide Advocate with CT School Finance Project; Danbury Parent. Ms. Chaleski has been an active community member in the Danbury community for over 17 years. She is a mother of two, who attend the Western CT Academy for International Studies Elementary Magnet School, where she has been deeply involved as a volunteer, serving on the PTO Executive Board in several capacities, as a Junior Achievement facilitator, a garden and media assistant and as a Parent Ambassador, giving tours to prospective families. As Secretary for the Danbury City-Wide PTO, she created and maintains its website and social media presence. Her involvement with the Board of Education successfully escalated when members voted to modify an admissions procedure at AIS admitting Danbury residents only, not students from outer districts. She is a graduate of the Parent Leadership Training Institute, and currently serves as a member of the design team. Through the Connecticut School Finance Project, Rachel has been involved in the state budget process as an advocate for a fair and equitable school funding system and testified in front of the Connecticut General Assembly on behalf of all CT students. More recently, she is a member of the Danbury International Children’s Museum Planning Committee and will run as a candidate for the Danbury Board of Education in the fall of 2017.

Irving Fox: Danbury City Councilman - Education Budget Committee; Former Chairperson Danbury Board of Education; Danbury Parent. Mr. Fox currently serves on the Danbury City Council, sitting on the Education Budget Committee where he oversees education spending for the city of Danbury. As former Chair of the Danbury Board of Education and founding Board member and Treasurer of the Danbury Youth Track and Field Association, Irving has served on the boards of several educational and youth-related community organizations, including Danbury High School Governance Council, Vice President of Danbury Children First, Co-President of the King St. School PTO, Treasurer of Broadview Middle School PTO, and Treasurer of the Danbury High School PTO. Irving has four children, two of whom currently attend Danbury High School. He is currently Manager of IT Financial Operations at Pitney Bowes in Shelton.

Maura Newell Juan: Principal Architect; Member of City Center Architectural Review Board; Danbury Parent. Ms. Juan has been practicing architecture throughout New York and Connecticut since 1996 and is a member of Danbury’s City Center’s Architectural Review Board. Having worked and lived in Danbury for more than fifteen years, she has built solid working relationships with local planning directors, zoning and building officials, and fire marshals. As Managing Principal Architect, Maura, and her husband Emmanuel, Design Principal Architect operate, Seventy2architects, a technology-driven architectural design firm specializing in commercial and residential architecture throughout Greater Danbury, Fairfield County and Connecticut. Maura is a past president of the Kiwanis Club of Greater Danbury, past board member of Danbury Youth Services, director of the “Bringing Up Grades” program at the South Street School, parent volunteer for Junior Achievement, and Girl Scout troop leader. She is additionally a member of the City Center Danbury Architectural Advisory Committee, and works with students to encourage interest in architecture and engineering professions. She and her husband live and work downtown, with their two children, and are committed to the development of a strong and vibrant downtown Danbury.

Tracy Kelley, J.D.: Danbury Resident; Charter School Development and Education Reform Consultant.

Ms. Kelley currently heads her own consulting firm where she partners with state and local educational agencies to offer charter school evaluation and expertise for new school developers and authorizers. She also conducts site visits and compliance audits to monitor, evaluate, document and support the operational and legal compliance of authorized charter schools in accordance with state and federal mandates and partners with district and/or charter schools to conduct school quality review. Prior to consulting, Tracy worked as the founding Portfolio Director of Public Square Partnership a place-based funder committed to improving public education opportunities for children in Connecticut's highest need districts. Tracy was also Project Manager with Schoolworks, an educational support organization and worked in the Office of New Initiatives at Baltimore City Public Schools where she created the district's first turnaround pipeline of pre-approved turnaround service providers and school leaders. Tracy began her education career in Chicago Public Schools as a classroom teacher and later as a Library Media Specialist. Working under the leadership of then CEO Arne Duncan, Tracy served in the Office of New Schools as a Coordinator for Charter School Selection and Evaluation and was part of the Renaissance 2010 team, which oversaw the recruitment, authorization and development of all new and emerging charter and contract schools in Chicago. Tracy is a 2017 graduate of the Parent Leadership Training Institute.

Stephen Nocera: Director of Project Excellence. The Office of Project Excellence (OPE) acts as an umbrella for all City of Danbury projects. Stephen is responsible for unifying all departmental projects ensuring they align with the vision and long-term strategy of the city. Stephen's primary goal in OPE is to provide cost containment, prioritization, and to ensure the completion of all approved projects. Prior to OPE, Stephen was Chief Administrative Officer for the Town of Stratford where he managed and oversaw all management personnel including Finance, Public Works, Human Resources, IT, Town Clerk, Economic Development, and Health and Human Services. Currently, Stephen serves as Chairman of the Simsbury Board of Assessment Appeals, an elected board that oversees and adjudicates property tax appeals on behalf of Simsbury residents. Stephen is a London School of Economics and Political Science - Hansard Scholar and a Cum Laude graduate of Marist College with a BA in Public Affairs.

Emanuela Palmares: Editor-in-Chief La Tribuna Newspaper; Commissioner of CT General Assembly's Latino & Puerto Rican Affairs Commission, Member of Commission on Equity and Opportunity, and Language Acquisition and Educational Equity Workgroup; Identified as one of the 50 Most Influential Latinos in Connecticut; Danbury High School Governance Council; Danbury Parent. Ms. Palmares, a Brazilian-American immigrant raised in Danbury, began her service to the city she loves at the age of 15, when she helped the Danbury Public Library provide language services to non-English speaking residents. She is currently the

Editor-in-Chief of *The Tribuna Newspaper*, a free biweekly newspaper, published in English, Portuguese, and Spanish simultaneously providing news coverage at the local, state and national levels. Ms. Palmares was appointed Commissioner on the Latino and Puerto Rican Affairs Commission, the first Brazilian to serve on this advisory commission to the Governor and the Legislature. Emanuela's service as a Commissioner and member of the Executive Board is dedicated to promoting health, safety, educational success, economic self-sufficiency, and ending discrimination. Emanuela's service on the Danbury High School Governance Board reflects her commitment to helping schools and students achieve optimal performance. She served on the Language Acquisition and Educational Equity Workgroup which studied educational outcomes of English Language Learners in CT and made recommendations to the General Assembly. She is the author of numerous articles on immigration and the Latino community and has been an invited speaker at the Portuguese & Spanish Department of Yale University. She was recognized by Latinos United for Professional Advancement as one of the "50 Most Influential Latinos in Connecticut."

Leroy G. Parker: Pastor, New Hope Baptist Church in Danbury; Former Educator. Reverend Parker was elected in 2013 as the 8th pastor in the 118 year distinguished history of The New Hope Baptist Church in Danbury, Connecticut. Having accepted Christ into his life and getting baptized at the age of 16, Reverend Parker went on to graduate from Alabama State University in Montgomery, Alabama, receiving a Bachelor of Science Degree in Elementary Education. He later received his Master of Divinity from Virginia Union University in Richmond, Virginia. Reverend Parker currently lives in Fairfield where he and his wife, an elementary school teacher, are raising twin boys. Reverend Parker is a former first grade teacher.

Tricia Robinson: President, Parent Teacher Organization - Academy of International Studies Magnet School; Entrepreneur; PLTI Graduate; Danbury Parent. After working for General Electric for 17 years, Ms. Robinson left in 2013 to focus on her two young daughters. Having come from an ethnically diverse background-Mexican, Serbian, and German, Tricia travelled extensively across the globe falling in love with different cultures. While completing her MBA at Carnegie Mellon's Tepper School of Business, Tricia met her husband, who was born and raised in India. It is because she is so internationally-minded that she wanted to become actively involved in the educational life of her children. When changes were proposed by District leaders that would adversely impact the quality of student life at AIS, Tricia spoke out, she attended school board meetings, and advocated for what she thought was right. After successfully having the decision reversed, she was encouraged to take on more leadership roles including her current role as PTO President at the Academy of International Studies Elementary Magnet School (AIS). Tricia is a proud member of the PLTI class of 2016, a wife, mother, volunteer, and entrepreneur, who is inspired to find a better way to get things done.

Stephen Tracy, Ed.D.: Former Superintendent of New Milford Public Schools and Derby Public Schools. Dr. Tracy, a lifelong educator and an advocate for parent choice in public education, has over 30 years of district-level leadership experience in Connecticut-New Milford, Derby, Farmington, and Connecticut Department of Children and Families. He is currently the Managing Partner of Connecticut Youth Forward, a consulting group that works with schools and other youth serving organizations to promote student engagement and success through the principles of Choice Theory. Dr. Tracy received his undergraduate degree from Princeton University, his master's degree from Columbia University and his doctorate from Harvard University. He and his wife, Mary reside in Goshen, Connecticut. They have three adult sons.

The Educational Founders

The below educational founders of the proposed Danbury Prospect are all founders of Brooklyn Prospect Charter School and have overseen all aspects of the organization's successful growth from its 2008 inception to present day, approximately 240 employees, 1000 plus students, and an operational budget that has grown from approximately \$200,000 in their first year to over \$23,000,000 today.

Daniel Kikuji Rubenstein, Executive Director Mr. Rubenstein is a co-founder and Executive Director of Brooklyn Prospect Charter School. Since opening in 2009, Brooklyn Prospect has been dedicated to excellent teaching, curriculum designed around the pillars of the International Baccalaureate Program, and succeeding with a student body who sit side by side in classrooms with students from radically different backgrounds. In addition to his work at Brooklyn Prospect, Dan has been instrumental in forming the National Coalition of Diverse Charter Schools, a coalition of over 30 charter organizations and advisors dedicated to creating successful integrated public choice schools.

An educator since 1992, Dan served in various teaching and administrative roles at Collegiate School, NYC, SEED Public Charter School, DC, Sidwell Friends School, DC, and School Year Abroad, Beijing. In 2002, Dan received the Presidential Award for Excellence in Mathematics Teaching for his work at SEED. His work in charter schools has been documented in USA Today, Education Next, ABC's Nightline and PBS' Life 360. He holds master's degrees from both Columbia University's Teachers College and St. John's College and a BA in mathematics from Hamilton College.

Penny Marzulli, Deputy Executive Director, Mrs. Marzulli, the Deputy Executive Director of Brooklyn Prospect Charter School, was a member of the school planning and founding teams. Penny's current primary focus is external affairs where she has lead the development of Brooklyn Prospect's reputation as a leader in the charter school movement, nationally recognized for its work in building and succeeding with an intentionally diverse student body. Additionally, she has raised approximately \$10M for the organization, and grown outreach to an active audience of almost 10,000. Ms. Marzulli has spent a significant amount of time in Danbury getting to know the town, and its educational needs. A veteran of both nonprofit and for-profit organizations, and following a career in law firm recruitment, she brings a wealth of communications, development, policy and program administration experience to her organization. Mrs. Marzulli earned her Collegiate Professional Certification in secondary education and her B.A. degree from the University of Richmond.

Kim Raccio, Principal New School Development. Ms. Raccio joined Brooklyn Prospect Charter School in 2012 as the Founding Principal of the high school. During her first years at Brooklyn Prospect, while concurrently leading the development of this new high school program, Kim also led the high school, on an unprecedented timeline, to become one of the few non-select New York City public schools authorized as an International Baccalaureate World School to offer the prestigious Diploma Program (“IB DP”). She currently serves as the Principal for New School Development where she has lead the launch of the second BPCS middle school.

Prior to joining Brooklyn Prospect, Kim was Assistant Head of Academics at Kingham Hill School in Oxfordshire, England where she was recruited in conjunction with the United States State Department to serve as Founding Director of the American Studies Program. In that capacity, Kim worked with the school’s staff to develop a groundbreaking, integrated educational program that brought together two national teaching systems in one learning community. Under her leadership, Kingham Hill became the first traditional British school to gain US educational accreditation with the New England Association of Schools and Colleges. In addition to her experience as a school administrator, Kim has extensive teaching experience in Connecticut, the United Kingdom and New York. She holds a B.S. and CT teaching certification from Southern Connecticut State University, and M.A. in Educational Leadership from Columbia University. She is currently pursuing an Ed.D in International Education from the University of Bath (UK).

Hillary Prince- Director of Finance. Ms. Prince is also a founding member of the Brooklyn Prospect team. Originally from Connecticut’s Farmington Valley area, she worked in operations at the Hartford Civic Center (now XL Center) before embarking on a career path in K-12 education. While in graduate school, she completed a yearlong internship at globally focused IB magnet school, The Metropolitan Learning Center, in Bloomfield, before moving to Brooklyn in 2006. Hoping to combine her aptitude for operations with her interest in education, she went on to spend the next three years as Director of Operations with The Princeton Review, where she was responsible primarily for the implementation, oversight and expansion of federally funded afterschool tutoring programs on a national scale. Hillary earned a B.A. in English-Literature from Skidmore College, and an M.S. in Language Arts Education from the University of New Haven.

Jessica Ochoa Hendrix- Development Associate Ms. Ochoa Hendrix has worked as an educational consultant whose previous clients include Relay Graduate School of Education and the Charter Accelerator Network for Achievement First. Previously, Ms. Ochoa Hendrix worked for Uncommon Schools as the Director of Organizational Learning for four years as the network grew from sixteen to thirty-two schools. In this role, she led the school leadership fellowships for both principals and directors of operations, as well as all network wide professional development, and annual school visits for each school. Ms. Ochoa Hendrix received her MBA with a concentration in Social Enterprise from Columbia Business School and was the recipient of the prestigious Board of Overseers Fellowship and the Nathan Gantcher Prize for Social Enterprise. Additionally, she served as an Education Pioneer at the New York City Department of Education and worked with Brooklyn Prospect Charter School to launch the first Brooklyn Prospect in 2008. Prior to business school, Ms. Ochoa Hendrix worked in marketing for the Harvard Business Review and The Economist. She holds a BA from the University of Texas at Austin.

Together, this is the Founding Team representing Danbury Prospect Charter School. The team is guided by a common vision, a set of core beliefs, and an unwavering commitment to the children and families of Danbury.

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.

All of the founding team will continue to serve Danbury Prospect:

- Stephen Tracy, Maura Newell Juan, and Stephen Nocera will join the Danbury Prospect Governing Council.
- Kim Raccio, will transition to the role of Principal, Danbury Prospect Charter School.
- Daniel Rubenstein, Penny Marzulli, and Hillary Prince, as employees of Prospect Schools, the Charter

Management Organization (“CMO”), will take over formal management responsibilities for Danbury Prospect via a management agreement to be activated before July 2018. Between the time the school is chartered and July 1, 2018 when the CMO takes a formal role in Danbury Prospect, Mr. Rubenstein, Mrs. Marzulli, and Ms. Prince, will continue to work with the governing council as advisors supporting Danbury Prospect in its planning year. This team will provide stable experienced leadership and has been in place with Prospect Schools since 2009.

- The remaining founding team members will continue to serve as volunteer ambassadors and advisors to Danbury Prospect during the planning and startup phases.

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.

Danbury Prospect Charter School has partnered with three organizations in designing and establishing the proposed school:

Brooklyn Prospect Charter School

Brooklyn Prospect Charter School’s Executive Director Daniel K. Rubenstein, has acted as the lead contributor to the design and charter application of Danbury Prospect Charter School. While Danbury Prospect will be an independent organization run by its own governing council, the school model Danbury Prospect is proposing is a replication of the model developed by Mr. Rubenstein in collaboration with the Brooklyn Prospect team and Prospect Schools (“PS”). Brooklyn Prospect has generously shared information, systems, documents, and experience, and will accordingly continue to collaborate in the same manner with Danbury Prospect during Danbury Prospect’s development. Once the CMO, to which Mr. Rubenstein will transition to Executive Director, takes over management of Danbury Prospect on July 1, 2018, the Danbury Prospect and Brooklyn Prospect will be informally linked through collaboration, and fluidly able to continue to share best practices by a future shared and formalized relationship with Prospect Schools (see below, Section 2.2 for more details).

That BPCS school model was first successfully launched in 2009 under the leadership of Daniel Rubenstein, Penny Marzulli, and Hillary Prince (all Danbury Prospect Founding Team members). Brooklyn Prospect Charter School, in collaboration with Prospect Schools, has since designed, launched, and lead a total of four highly successful schools in Brooklyn, New York: Brooklyn Prospect Windsor Terrace Middle School in 2009, Brooklyn Prospect High School in 2012, Brooklyn Prospect Downtown Elementary School in 2013, and Brooklyn Prospect Clinton Hill Middle School in 2016. Danbury Prospect, once chartered, and Brooklyn Prospect, while technically independent organizations, will continue to work together as sister schools, sharing best practices in all areas of operations and academics. Danbury Prospect plans to base its International Baccalaureate curriculum upon the curriculum developed internally and honed over the past eight years by the Brooklyn Prospect team. Brooklyn Prospect has contributed both vision and time working with Danbury community members in the design of the Danbury Prospect Program writing of this charter application.

Demand for Seats: For the 2018 school year, Brooklyn Prospect schools received over 2850 applications for approximately 175 available seats. Demonstrating strong community interest and demand for the program, Brooklyn Prospect currently has 7702 students on their wait list for admission. Brooklyn Prospect has received acclaim for its intentionally diverse schools that focus on meeting learners where they are⁴⁸ and focusing on the whole child development.

⁴⁸ Albrecht, L. “‘Intentionally Diverse’ Charter Middle School Opening in Gowanus” April 13, 2017. <https://www.dnainfo.com/new-york/20170413/gowanus/new-middle-school-district-15>

The table below shows the 2016-2017 student population at the two middle schools and high school in Brooklyn. The populations of each school are reflective of the district in which the school exists and show the diversity of student that Brooklyn Prospects programs serve. Danbury Prospect, in modeling after these Brooklyn schools, is designed to serve the diverse Danbury population.

Figure 24. 2016-2017 Student Population at the Two Middle Schools and the High School in Brooklyn.

| | | Clinton Hill Middle | Windsor Terrace Middle | Windsor Terrace High |
|----------------|---|---------------------|------------------------|----------------------|
| | Number of Students | 91 | 320 | 400 |
| Race/Ethnicity | American Indian or Alaska Native | 0% | 0% | 1% |
| | Asian | 1% | 9% | 5% |
| | Black or African American | 68% | 10% | 12% |
| | Hispanic | 13% | 35% | 40% |
| | Multiracial | 7% | 6% | 6% |
| | Native Hawaiian or Other Pacific Islander | 0% | 1% | 1% |
| | Other | 0% | 0% | 2% |
| | White | 11% | 39% | 35% |
| FRL | FRL | 65% | 47% | 46% |
| | Non-FRL | 35% | 53% | 54% |
| IEP | IEP | 13% | 17% | 18% |
| | Non-IEP | 87% | 83% | 82% |

Academic Results: In 2016, Brooklyn Prospect Middle School outscored New York state schools in both math (56% versus 40%) and English Language Arts (42% to 34%)^{49, 49}. In 2017 Brooklyn Prospect High School graduated its second 12th grade, boasting a graduation rate of 98%, 25% higher than the NYC-wide 2016 rate of 73%. The first graduating high school class earned 15 International Baccalaureate (“IB”) diplomas and this year, 37 seniors sat for the full diploma and are anticipating the results to arrive presently. The interest in the Diploma Program grew significantly from 2016 to 2017. At this point, 67 juniors and seniors are pursuing the International Baccalaureate Diploma and an additional 39 juniors and seniors have elected to take an IB exam.

Prospect Schools

During the design and planning of Danbury Prospect, the founding team partnered with Prospect Schools which has provided the resources needed to build the program.

Once authorized, and effective on July 1, 2018, Danbury Prospect Charter School will sign a management agreement with Prospect Schools, a charter management organization, providing for the management of Danbury Prospect by Prospect Schools. At the same time, the central office team of Brooklyn Prospect Charter School, under the leadership of Danbury Prospect founding team members Daniel Rubenstein, Penny Marzulli and Hillary Prince, will transition to become employees of Prospect Schools allowing the same successful leadership team to continue management of the Brooklyn Prospect schools and add Danbury Prospect school to their management portfolio.

More specifically, Prospect Schools as a CMO under the supervision of the Danbury Prospect Governing Council, will support Danbury Prospect in the areas of recruiting, human resources, operations, finance, development, curriculum and professional development. By entering into a management agreement with Prospect Schools, Danbury Prospect will enable their school leaders to focus on academics and school culture while benefiting from the experience that Prospect Schools has developed from managing outstanding schools since 2009.

Danbury Prospect’s Governing Council will oversee the management agreement (term sheet attached) and the metrics associated with it. Additionally, the Governing Council will oversee the evaluation of the school principal with Prospect Schools advice and counsel. The management agreement will be evaluated on a regular basis to ensure that the students of Danbury Prospect are best being served.

⁴⁹ SchoolDigger.com Brooklyn Prospect Charter School- retrieved July 2017.
<https://www.schooldigger.com/go/NY/schools/0099106123/school.aspx>

The Peter and Carmen Lucia Buck Foundation

The Peter and Carmen Lucia Buck Foundation (PCLB) is directed by its purpose statement, “giving motivated people the tools they need to help themselves.” These tools are about more than grants and include guidance, connections, convening, sharing information, and other forms of assistance that the Foundation and its grantees can provide. The PCLB Foundation looks to support the highest-quality organizations that show initiative, leadership, and innovation.

The PCLB Foundation has chosen Education Opportunity, specifically K-12 education, as its primary area of interest. The Foundation believes all children deserve access to and the opportunities of a great public education, one that prepares them to succeed in college and in life. Prospect Schools is a key grantee in PCLB’s Education portfolio.

Over the last four years, the PCLB Foundation has awarded Prospect Schools a total of \$2.75 million in support of its growth in Brooklyn and expansion to Connecticut, including specific activities such as:

- Growth of a CMO, including centralization of curriculum, assessments, and talent pipelines.
- Strengthening of data systems, which have created a data-driven culture that allows for more rapid improvements in instruction.
- Strengthening of Prospect’s teacher pipeline, including support of Prospect’s participation in NYU’s recently launched EMAT (Embedded Masters of Arts in Teaching) Program, a one-year teacher preparation residency. (Over the last two years, PCLB has awarded over \$200,000 to NYU for costs associated with Prospect’s participation in EMAT.)
- Developing an understanding of and presence in the Danbury community.

The PCLB Foundation has a strong and long-standing commitment to Danbury, home of its founder and some Board members. In Danbury, the Foundation has supported services for the homeless and for the aging, working with Danbury organizations as varied as the Catholic Charities of Fairfield County, City of Danbury, Friends of Danbury Public Library, Regional YMCA of Western CT, United Way of Western CT and Western Connecticut Health Network. Prospect Schools’ expansion to Danbury has created an opportunity for the Foundation to bring together its commitments to both education opportunity and to the Danbury community.

Having worked, through its education grant-making, with a number of high-performing charter schools and networks, PCLB has developed a clear understanding of the impact a high-quality charter school can have. The founding team of Danbury Prospect is honored to have held PCLB’s confidence for the last four years. The Foundation expects to continue supporting Danbury Prospect both financially and with guidance and connections upon the awarding of a charter.

2.2 School Governance and Management

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.

Governing Council Structure

Danbury Prospect will have a dedicated, well-rounded and diverse Governing Council selected for their deep connection to Danbury and commitment to improving 6-12 educational options for the community. The Governing Council will consist of approximately nine (9) members who will jointly establish organizational policy and provide oversight on all aspects of Danbury Prospect. Further the Governing Council will oversee commitments made to the community vis a vis the charter once granted, and will help ensure a positive, collaborative relationship develops between Danbury Prospect and Danbury Public Schools.

The Governing Council will set and approve the budgets for the School, be responsible for the oversight of all aspects of the School’s use of public and private funds, and authorize the appointment and termination of the

School Principal. To ensure Danbury Prospect parents are well-represented in organization decision making, the President of the Parent Teacher Organization will be an ex-officio voting member of the Governing Council; all other members will be voting members.

Included below is the organizational chart that encompasses the governing council, council committees, and employees of Danbury Prospect. The structure and committees are based upon the successful structure of Brooklyn Prospect Charter Schools.

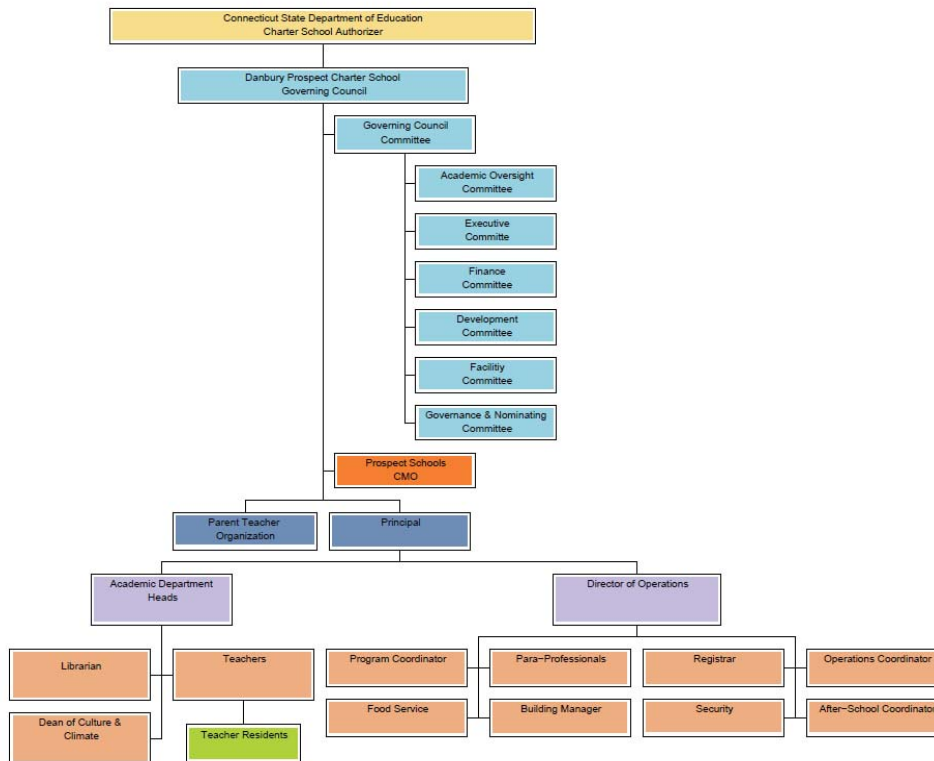


Figure 25. Organizational Structure

Term limits

Each member of the Governing Council will be elected for a three year term; consideration will be given to staggering of terms to ensure smooth transition during trustee turnover. The Governing Council will support the school through the implementation of six committees- each designed with a specific purpose to ensure the school has all the support and oversight needed to ensure success. More detail is provided below with regard to each committee and the committee structure is based upon the success of the Brooklyn Prospect Charter School Board which has been functioning efficiently for nine years. Council committees will assemble in the planning year prior to the launch of school. Council members may serve on more than one committee provided they have the expertise, capacity and desire to do so. Included in appendix C are the full by-Laws governing Brooklyn Prospect Charter School, a single education corporation similar to Danbury Prospect; these by-laws will be adapted for Danbury Prospect, pending the granting of the charter.

Governing Council Standing Committees

Executive Committee – Consists of Council Chair and Chairs of each standing committee. This committee will execute the full powers of the Governing Council between Council meetings, and assist the management group and Council Chair with the agenda for Council meetings.

Academic Oversight Committee – Consists of no fewer than three members.

Responsible for assisting the Council in reviewing the overall mission and program direction, academic standards, and assessments of student progress and faculty performance. These three members will meet with

the Executive Director and the Director of Academics of Prospect Schools to prepare the appropriate information. Committee members will work with both the School Principal and the management team to develop and closely monitor academic dashboards that are constructed to reflect and gauge student progress and state accountability metrics.

Finance Committee – Consists of no fewer than five members.

Responsible for monitoring, reviewing, and reporting on the school's finances on a regular basis to the Governing Council; recommending the annual budget; and overseeing the annual audit of the school's finances. These three members will meet with the Executive Director and the Director of Finance of Prospect Schools to prepare the appropriate information based upon carefully constructed financial dashboards that provide for regular assessment of finances including benchmarking against other similar organizations with the goal of driving incremental, continuous improvements in fiscal management.

Development Committee – Consists of no fewer than three members.

Responsible for participation in and oversight of fundraising and fund development initiatives; reviewing and approving major grant proposals; ensuring Council participation in annual campaign. These three members will meet with the Deputy Executive Director of Prospect Schools to prepare the appropriate information and work with the School Principal to evaluate the current and long-term funding needs of the school.

Facility Committee - Consists of no fewer than three members.

Responsible for oversight of facility acquisition and building initiatives; reviewing and recommending to full governing council all facility purchase or leases and ensuring that facilities are appropriately cared for and resourced. The three members will meet with the management team to consider both short and long-term needs of the School and that all buildings are designed and equipped to fully resource the academic needs of our program and students.

Governance and Nominating Committee – Consists of no fewer than three members. Responsible for recruiting and nominating members to be elected to the Governing Council; conducting programs of orientation for new members of the Council; and assuring compliance of the Council with the bylaws and all applicable laws. The three members of the committee will meet regularly with the management team to ensure the Council has a strategic view and plan for its growth, to adopt criteria for candidates' nomination in areas of expertise as outlined in this application are fully met, to make recommendations to the Council with respect to corporate governance policies, procedures and basic governance documents, such as the Bylaws and Committee charters.

B. Describe the criteria for selecting officers and members of the governing council.

The selection and development of Council members is a critical element of the success of any school. Service on the Danbury Prospect Council will require a significant commitment of personal and professional resources to the school's mission. Therefore, every Danbury Prospect Charter Governing Council member must share a passion for educating the diverse students of Danbury.

As the Governing Council moves forward and builds itself, the founding governing council member of Danbury Prospect are aware that C.G.S. Section 10-66mm-3 of the charter school law prohibits the sharing of board/governing council members with other charter schools; therefore, no member(s) of the Danbury Prospect Charter School Governing Council ("Council") will serve on the board of Brooklyn Prospect Charter School, Prospect Schools, or any other charter school.

The Danbury Prospect Governing Council will take very seriously their role as the group held accountable for ensuring the school is operating responsibly and in accordance with its charter, and will be fully trained in areas of academic accountability and fiscal responsibility.

Danbury Prospect Governing Council, similar to the board of its sister school in Brooklyn, will institute a formal process for recommendation, selection, and election of all Council members. That process will be lead by the governance committee which will continually reflect upon and evaluate the needs of the Council to ensure strategic composition, including needed expertise and a diverse body, and that sound governance

practices are in place to ensure the Council remains focused on student achievement, strategic actions, ensuring an exceptional school leader, the raising and prudent use of resources, and fulfilling of all compliance expectations.

As the steward of public trust and the formal holders of the charter, Council members are expected to have high levels of engagement in and oversight of the school. We expect 90% attendance at Council meetings, participation in committee meetings, a school visit at least once per year during school hours, and a willingness to tap personal and professional networks for the benefit of the school.

Qualifications for Council membership include but are not limited to:

- An interest in improving access to quality education for all students regardless of race or economic status;
- The ability to be a good judge of information regarding the School Principal's educational and fiscal management of the school and a willingness to replace the School Principal if results are less than satisfactory;
- Belief in the mission and values of the school;
- Ability and willingness to give time and energy to the school;
- A willingness to focus on the academic achievement of students in the school and not to divert the Council's attention to matters that are peripheral to the Mission;
- An ability to fairly and accurately represent the community and its needs and views, and to represent the school to the community;
- Members must be over 21 years of age;
- The Council members jointly will have financial, legal, business, real estate and fundraising background;
- A willingness to accept and support decisions democratically made;
- An ability to represent the school both in general and to the community; and
- A willingness and ability to provide access to resources, both financial and other, in order to support and strengthen the school.

Selection of council members will be a carefully orchestrated process- see ten official steps below in 2.2D. Generally speaking, the Council's governance committee will take recommendations from Council members, school leaders or other constituents of the organization based on the identified needs of the Council. All prospective Council members that are recommended and interested in joining the Council will go through a vetting process that will begin with a meeting with leadership in which the mission and vision of the school and roles and responsibilities of a Council member are shared. If at that point the school leadership believes the prospective member is a good fit, the candidate moves forward in the process and meets with the Council Governance Committee. During that meeting, the trustee is evaluated based upon a rubric established by the Council as a tool that helps guide the selection of a balanced and diverse council with appropriate expertise and dedication. The governance committee jointly considers the prospective member and decides whether to recommend him/her to the full council. The full council votes on all recommendations.

C. List the individuals who would serve as officers and members of the governing council; include 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 Council 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 Council of education or the superintendent of schools for the district.

The founding team is currently recruiting for the Danbury Prospect Charter Governing Council and plan to have a total of approximately nine (9) council members in place after receiving the charter. Each of the members identified (see below list) have deep ties to the greater Danbury community and bring experience in the areas of public and charter school development, finance, law, education, and real estate. The four community members who have to date agreed to serve on the Governing Council are passionate members of the greater Danbury community with deep experience and expertise that includes a former Superintendent, a representative of the Mayor's office, an architect experienced in real estate development and technology, and a

community philanthropist who was raised in Danbury public schools. Please see Appendix B for council members resumes that will outline their relevant experience and qualifications. In addition to the members below, Danbury Prospect Governing Council will include a parent (once students have been admitted) and a teacher representative, and reserve a spot for a member or designee of the Danbury School Board. Officer elections will be held once the Council is fully formed:

Dr. Stephen Tracy: Dr. Tracy is a lifelong educator and an advocate for parent choice in public education. He is currently the Managing Partner of Connecticut Youth Forward, a group that works with schools and other youth serving organizations to promote student engagement and success through the principles of Choice Theory. Dr. Tracy formerly taught American History with the Lakeland, New York public schools and served as assistant superintendent in Farmington, Connecticut. He served as superintendent of schools for the town of New Milford, the city of Derby, and the Connecticut Department of Children and Families, and as a senior vice president for Edison Schools, Incorporated. Dr. Tracy received his undergraduate degree from Princeton University, his master's degree from Columbia University and his doctorate from Harvard University. He and his wife manage a small dairy farm in Goshen, Connecticut, where they have resided since 2004. They have three adult sons.

Maura Newell Juan: Maura has been practicing architecture throughout New York and Connecticut since 1996 and is a member of Danbury's City Center's Architectural Review Board. Having worked and lived in Danbury for more than fifteen years, she has built solid working relationships with local planning directors, zoning and building officials, and fire marshals. As Managing Principal Architect, Maura, and her husband Emmanuel, Design Principal Architect, operate Seventy2architects, a technology-driven architectural design firm specializing in commercial and residential architecture throughout Greater Danbury, Fairfield County and Connecticut. Maura was the project architect for the St. Mary School in Ridgefield. In Danbury, Ms. Juan's firm designed the Pathways Academy for at-risk middle school boys, and Say Y.E.S. after-school tutoring center for struggling high school students. Her firm also successfully completed the addition of a new science lab at St. Luke's School in New Canaan, and multiple projects at Greenwich Academy, Greenwich. She and her husband, who are raising two children, live and work downtown and are committed to the development of a strong and vibrant downtown Danbury.

William Buck: William serves as Board Treasurer at the Peter and Carmen Lucia Buck Foundation. He is also chairperson of the Foundation's Investment Committee. In his free time, William owns and manages a championship winning rally car racing team. He grew up in Danbury public schools, and resides in Connecticut with his wife and young daughter.

Stephen Nocera: Stephen serves as the Director, Office of Project Excellence for the city of Danbury. The Office of Project Excellence (OPE) is an innovative startup department that acts as an umbrella for all City projects. The mission of the OPE is to unite all projects and initiatives and align them with the vision and long-term strategy of the city. The most important goal is to provide cost containment, prioritization, and to ensure the completion of all approved projects.

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

The recruitment process for council members began with the founding group's personal and professional networks, professional affiliations and recommendations from local and community based networks such as the Northeast Charter School Network and Danbury Mayor's office.

As Danbury Prospect builds its governing council, the founders will continually consider the balance of skills needed to ensure a well-rounded board. Once council members are in place, recruitment will be a carefully guided process, as described above in section 2.2B and below, by the following eight stages based upon the process used by Brooklyn Prospect for the past nine years.

Stage 1: Any Council member (or other constituent) who identifies an individual who s/he feels would be a good addition to the Danbury Prospect Governing Council (hereinafter "Council") will first share a bio of

the potential trustee with network leadership and Council governance committee chair.

Stage 2: If candidate is of interest, a conversation between potential member and Chair of the governance committee and a school visit will follow. This conversation will entail discussion of the School's mission and vision, roles and responsibilities of a Council member, what capabilities and strengths this individual would add to the current Council membership, and how s/he might enhance the work that is currently being done by the Council. Assessment of the Council needs will be done on a regular basis through meetings of the governance committee and conversations with the full Council.

Stage 3: If both parties remain interested, the Chair of the governance committee presents the bio/resume and the recommendation to the Council chair and members of the governance committee. A conference call of the governance committee is held to determine agreement on whether to proceed with the candidate if there is interest and the candidate seems to be a good fit, then:

Stage 4: A call is made to the candidate by the chair of the governance committee. A date is agreed upon for discussion of Danbury Prospect and the responsibilities and expectations of Council membership. Governance committee members are notified by the governance chair of the date and time of the initial meeting and are invited to attend if available.

Stage 5: Following the initial meeting with the governance chair and available committee members, the candidate will meet with as many of the other members of governance as possible. These meetings will take place, when possible, within a month of the initial meeting.

Stage 6: After the approval of the Council chair, governance chair and School and network leadership, the nomination is presented to the full governance committee, which decides on whether to recommend the candidate for election to the Council. This is not a final decision, as the nomination must be voted on at the next full Council meeting. Should the decision be to not proceed with the nomination, the chair of the governance committee would follow up with the Council member who identified the potential member and explain why the decision had been to go no further.

Stage 7: A formal vote is taken at the next meeting of the Governing Council.

Stage 8: All paperwork is completed and sent to Connecticut State Department of Education, Council membership is not official until approval from CSDE. New Council member meets with Council chair and/or chair of governance committee and/or legal representative to the Council to discuss committee work and by-laws of the Council. New Council member is asked to meet with staff at the Northeast Charter School Center to have the opportunity to receive training and education about charter Governing Council work.

Any Council member may be removed or suspended by the vote of a majority of the entire Board of Trustees on examination and due proof of the truth of a written complaint by any Council member of misconduct, incapacity or neglect of duty, provided that at least one week's previous notice of the proposed action shall have been given to the member whose removal or suspension is under consideration and to each other member. Additionally, the Commissioner may remove any member for misconduct, incapacity, neglect of duty or where it appears to the satisfaction of the Commissioner that the School has failed or refuses to carry into effect its educational purposes. A hearing in the proceeding for the removal for such trustee(s) shall be had before the Commissioner or a committee thereof and the Council member(s) shall be given notice of time and place of proceeding.

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

The Governing Council of Danbury Prospect Charter School is comprised of community leaders, educational professionals, concerned citizens and local professionals committed to improving educational opportunities for the diverse students in Danbury. The Council will have all the powers and duties permitted by law to manage

the business, property and affairs of the organization. As required by Connecticut state law, each member of the Governing Council shall complete training related to charter school governing council responsibilities and best practices at least once during the term of the charter.

The Governing Council shall have the following obligations and responsibilities:

- As needed, contract with the CMO for school management;
- Complete an annual review of CMO performance;
- Hire the School Principal, based upon candidates nominated by Prospect Schools, and ensure that he or she is performing his or her duties in a responsible and effective manner (Note: founding principal, Ms. Raccio, has been identified and hired);
- Contribute financially to the support of the school and assist the School Principal and/or Prospect Schools with fundraising activities;
- Create a strategic plan. Draft school policies to ensure long-term excellent school performance;
- Review all school-based dashboards, including finance, academics, student admissions and HR, give feedback and create policy for strategic issues;
- Hire an independent auditor to conduct an annual financial audit of the school;
- Review and monitor budgets; make strategic decisions to ensure the fiscal health of the school;
- Review and approve reports by an independent programmatic and fiscal auditor, who will conduct an annual financial audit of the school;
- Ensure that the school operates in compliance with all applicable federal and state laws;
- Ensure the auditing of the admissions lottery to be held in the event the school receives more applications than available spaces;
- Establish and monitor key indicators of school performance: finance, fundraising, academic performance, attendance, student behavior, school climate and culture, staff recruitment and retention;
- Review dashboard that monitor and annually assess school facilities to ensure the needs of students are being met and that facilities are properly maintained;
- Serve as Danbury Prospect ambassador, by sharing the progress of the school with the greater community;
- Review parent and stakeholder survey feedback to monitor satisfaction with the school;
- Appoint and recruit officers and members to the Council;
- Promote positive community relations;
- Establish and amend by-laws;
- With input from the School Principal and/or Prospect Schools, participate with others in any corporation, partnership, limited partnership, joint venture or other association of any kind, or in any transaction on behalf of the school;
- Conduct its business, carry on its operations and exercise its powers as a corporation;
- Hold a minimum of eight (8) Council meetings per year with consistently high attendance, and participate in monthly standing and ad hoc committees to accomplish strategic tasks;
- In compliance with Connecticut's Freedom of Information Act and Open Meetings Law, the Danbury Prospect Council will ensure appropriate access to information and notice of public meetings.
- Designate a discipline committee to run hearings regarding staff recommendations for a student's suspension of more than five days or for a student's expulsion;
- Provide School Principal with critical feedback on key performance measures; and
- Take action, including potentially removal of the School Principal, or CMO should Danbury Prospect not meet expectations in its critical performance areas.

The Governing Council shall have the sole authority to retain and terminate independent advisors as it determines necessary to carry out its duties. The Council shall have sole authority to determine the extent of funding necessary for payment of compensation to such advisors and other retention terms.

The governing council will be assessed on its ability to meet its annual and multiyear goals. Annually, by September 1, the Council will establish its annual goals, revise its multi-year goals, and determine its mid-year benchmarks.

The goals will be informed by the Council's responsibility to oversee the school's financial, academic, and

regulatory performance. During its December and June meetings (and more frequently if necessary), the Council will formally self- assess its progress toward achieving these goals. Council members will also partake in an individual self- assessment process. Individual council members will set goals by September 1 and will review their progress in December and June and will meet with the Council chairperson to discuss their progress. Should a situation arise where a governance council member is not meeting his or her individual goals, the Chairperson will provide feedback and ensure that the appropriate steps for corrective action are taken.

F. 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 Governing Council is responsible for Danbury Prospect's charter and therefore ultimately responsible for the academic, programmatic and fiscal aspects of the school. The Council will review and amend or approve the CMO's proposed policies and structures that shape Danbury Prospect; the school leadership team will be responsible for implementing and executing on these policies. The Governing Council recognizes the distinction between governance and daily management, and all school management responsibilities will belong to the Principal with the support of Prospect Schools in its capacity as a Charter Management Organization. These responsibilities include developing and implementing the academic program, creating and measuring short and long-term objectives, hiring and evaluating all school staff, and preparing and executing on the school budget.

The School Principal will work on a daily basis with Prospect Schools which is accountable to the Governing Council. The Principal will work closely with Prospect Schools on all aspects of day-to-day management, curriculum support and implementation, recruitment, professional development and fiscal support. However, the Principal will be an employee of Danbury Prospect, meaning that the Governing Council has final authority over the Principal's actions.

The School Principal (already identified and currently employed by Brooklyn Prospect Charter School), Ms. Raccio, is the leader of Danbury Prospect and will be responsible for the day to day management of the school. She will be responsible to implement the vision of the school set by the Governing Council in conjunction with the CMO, manage the budget in service of that vision, and to hire or remove all school personnel with CMO support. The Principal will be responsible for ensuring the mission and vision for the school are implemented in every aspect of the academic and operational procedures.

G. Describe the criteria and process by which the governing council will hire and evaluate the school's administrator(s).

As Prospect Schools, prepares to launch Danbury Prospect, a highly qualified, proven and passionate principal founder has been identified: Kim Raccio, who was born and raised in Connecticut. Ms. Raccio has already successfully opened two charter schools with the support of Prospect Schools- Brooklyn Prospect Charter High School in 2012 and Brooklyn Prospect Charter School- Clinton Hill Middle in 2016.

In the future, were the role of Danbury Prospect Principal to open, the search will be driven by the Prospect Schools Human Resources and Recruitment team who will recruit highly qualified candidates, review resumes and score candidates against the job description criteria. Prospect Schools will schedule and manage a full day of interviews, that will include sessions with faculty, staff, and parents as interviewers. Prospect Schools will then nominate the top candidate(s) for the consideration of Governing Council. The governing council will interview and vote on whether or not to accept the candidate and a majority will be required to offer the position. If the majority of the board does not accept the candidate, Prospect Schools will continue interviewing until an acceptable candidate is found.

The Governing Council will work with Prospect Schools to create a rubric for annually evaluating the principal. This rubric will include a number of metrics addressing academic program, student achievement,

school culture, school operations, strategic planning, and social goals and/or deliverables for Danbury Prospect to attain. Annual goals will be created by the Principal in conjunction with the CMO, and assessed, including interim milestones. The formal evaluation will take place at the end of each school year but regular observation, evaluation and feedback will be provided along with support throughout the year as self-reflection, professional development and continuous improvement are core commitments within Prospect Schools and Danbury Prospect.

If, during the continual support, and feedback provided to the Danbury Prospect School Principal, Prospect Schools does not feel that the Principal is meeting the school's high standards, it will issue a mid-year plan of improvement and will support the Principal as s/he works to improve. Prospect Schools will recommend to the Governing Council that the principal be replaced if his/her actions adversely affect the ability of Danbury Prospect School to reach its agreed upon goals and metrics. If Prospect Schools determines that the Principal should be replaced, they will notify the Council by written notice, including the reason for the decision, along with a proposed interim plan, and a recruitment strategy for a new Principal.

Once the Governing Council receives this recommendation, the Council will meet to determine the merits of Prospect School's rationale. If the Council agrees to remove the Principal, Prospect Schools will be responsible for implementing the interim plan and actively recruiting a new principal.

H. 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.

As mentioned earlier in this Section 2, the Danbury Prospect Governing Council plans to enter into a Charter Management Agreement with Prospect Schools for the management of Danbury Prospect Charter School on July 1, 2018. By that date, the Brooklyn Prospect central office team, who has to date opened and successfully operated four highly successful and sought-after charter schools in Brooklyn, will be in place as the leadership team of Prospect Schools, prepared to support the opening and management of Danbury Prospect.

Under the management of Prospect Schools, Brooklyn Prospect Charter School has become well known⁵⁰ for serving a racially and socio-economically diverse student population. Prospect Schools was specifically selected by the Danbury founding team because of Prospect's history of working successfully with student populations that are similar in its breadth of diversity to the student population in Danbury.

Prospect Schools manages an elementary school, two middle schools, and a high school in Brooklyn, with waiting lists⁵¹ in the thousands due to the high demand for these schools. As stated earlier, Brooklyn Prospect Schools have consistently outscored the district and the city in standardized exams⁵².

In addition to its strong record of academic performance, Prospect Schools has operated its Brooklyn schools with a strong focus on building operational systems that can scale and leverage for greater success and impact on student learning across a larger organization. Prospect Schools also has a very prudent financial model in

⁵⁰ Albrecht, L. "Intentionally Diverse' Charter Middle School opening in Gowanus." April, 2017. <https://www.dnainfo.com/new-york/20170413/gowanus/new-middle-school-district-15>

⁵¹ <https://www.brooklynprospect.org/admissions>

⁵² New York State Department of Education Grade 3-8 ELA and Math Results 2015-16 School year. Retrieved from: <http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults>

place with financial dashboards providing excellent monitors of school financial progress. In each of the past eight years of operation Prospect Schools has operated with a surplus at year's end. And finally, Prospect Schools has lead the way to five successful facility negotiations - one for each of its schools, and a separate property for its network office.

Each facility is a long term lease and has required significant capital investment. All capital facility projects have been funded from savings or fundraising campaigns.

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.

Please see Appendix C for the term sheet that includes (i) the length of the contract for whole school management services (ii) general responsibilities of each party, (iii) the scope of services and resources to be provided by CMO,

(v) the compensation structure, (vi) methods of contract oversight, and (vii) conditions for renewal and termination. Below is a chart that details the roles and responsibilities of the Danbury Prospect Governing Council and School and Prospect Schools as CMO. Annexed to the Term Sheet for Educational Services Agreement, is (iv) a draft of the performance evaluation measures and timelines. Once Danbury Prospect is chartered, the term sheet will be the basis for a finalized contract for whole school management services of Danbury Prospect by Prospect Schools which will, pursuant to Section 10-66tt of the Connecticut General Statutes, be submitted in its final version to the State Board of Education, for approval.

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

In accordance with the provisions of C.G.S. § 10-66tt, the Danbury Prospect Governing Council will submit the contract for whole school management services between the Danbury Prospect Governing Council and the Prospect Schools charter management organization to the State Board of Education for approval. The Danbury Prospect Governing Council shall directly select, retain and compensate the attorney, accountant or audit firm representing the governing council.

To comply with the provisions of C.G.S. § 10-66tt, the Danbury Prospect Governing Council plans to retain the services of an attorney who has developed previous whole school management contracts on behalf of Governing Councils with Charter Management Organizations. The contract for whole school management services will include, but need not be limited to: (1) The roles and responsibilities of the governing council of the charter school and the charter management organization, including all services to be provided under the contract, (2) the performance measures, mechanisms and consequences by which the governing council will hold the charter management organization accountable for performance, (3) the compensation to be paid to the charter management organization, including all fees, bonuses and what such compensation includes or requires, (4) financial reporting requirements and provisions for the governing council's financial oversight, (5) a choice of law provision that states that Connecticut state law shall be the controlling law for the contract, (6) a statement that the governing council of the charter school and the charter management organization shall ensure compliance with the provisions of section 10- 66uu, and (7) any such information required by the Commissioner of Education to ensure compliance with the provisions of this chapter.

Below is a summary of the responsibility divisions between Prospect School and Danbury Prospect. The term sheet is included in Appendix C and includes more details and the full contract will be developed upon the Danbury Prospect Governing Council receiving initial Charter approval.

| | Prospect Schools Responsibility | Danbury Prospect (School & Council) Responsibility |
|---|---|---|
| Educational Program and Curriculum | Develop educational programs consistent charter application and oversee the implementation of such programs and curriculum | Implement educational programs with CMO' direction and oversight |
| Educational Progress | Report on educational progress of students; analyze results of interim assessments and diagnostic tests | Administer interim assessments and diagnostic tests |
| College and Career Readiness | Develop and oversee implementation program design | Implement program design |
| Materials, Equipment, Etc. | Acquire materials, equipment and supplies | Pay for materials, equipment and supplies |
| School Evaluation | Conduct school evaluation developed by CMO and School | Participate in school evaluation |
| Business Administration | Direct the business administration of the School (i.e., develop policies and procedures for running School) | Adopt policies and procedures after considering CMO's recommendations |
| Service Providers | Lead/arrange the identification, selection and contracting with service providers (e.g., transportation, auditing, payroll, custodial) | Enter contracts, as needed |
| Marketing | Market and advocate for School to promote School (enrollment, fundraising, recruiting staff and public relations) | Support CMO by taking actions requested CMO |
| Fundraising | Devise fundraising strategy in cooperation with Board and conduct fundraising activities on behalf of School | Support CMO by taking actions requested by CMO |
| Student Recruitment and Enrollment | Design and implement with assistance of School student recruitment and enrollment procedures and applications | Implement recruitment and enrollment procedures and applications |
| School Reports | Assist School in preparing reports required to be submitted to the Authorizer | Submit reports required by Authorizer |
| Compliance | With cooperation of School Board and School Leadership direct and oversee the School's legal and regulatory compliance | Work with CMO to ensure legal and regulatory compliance |
| Information Technology | Facilitate School's purchase and procurement of IT equipment and services (at School's expense); arrange for IT help; complete E-Rate application | Complete purchase and procurement of IT equipment and services |
| Facility | Identify a facility and negotiate lease, license or purchase transaction to secure a facility for the School and assist School in securing facility financing | Arrange and supervise any minor improvements or repairs to the School's facility |
| After-School Programs | Work with School to oversee appropriate after school programs are | --- Implement and manage after-school programs (external third party or internal) |

| | | |
|---|---|--|
| | implemented | |
| School Communications; Grievances | Provide School stakeholders with periodic written information or materials regarding School; establish procedure with School for receipt and review of complaints or grievances | Establish procedure with CMO for receipt and review of complaints or grievances |
| Reports to School's Board | Provide to School's Board reports on education, operational and financial performance of School | --- Support development of school reports |
| Parent Organization | Encourage establishment of parents' association or parent-teacher association | --- Partner with parent-teacher association to ensure strong communications and aligned work |
| Principal and Head of Operations | Lead recruitment of Principal and Director of Operations. Responsible for the supervision, evaluation, discipline, retention, transfer and termination of the Principal | Interview and hire principal, head of operations (with CMO' approval) |
| Hiring and Supervision of Leadership Team | Assist the Principal and Head of Operations in hiring. Approval rights over supervision, discipline, retention, transfer and termination of the leadership team | Principal of School responsible for supervision, discipline, retention, transfer and termination of leadership team, subject to CMO approval |
| Teachers, Administrators and Other Personnel | Lead recruitment and screening of teachers, administrators and other personnel | Interview and hire teachers, administrators and other personnel (CMO approval required) |
| Professional Development | Support School's Efforts | Design, implement and monitor professional development for instructional personnel. |
| Teacher and Support Staff Training | Support School's Efforts | Develop and deliver support staff training |
| Human Resources | Provide general human resources services to School | --- |
| Employee Benefit Plans | Upon request by School's Board, initiate employee benefit plans and administer such plans. | Cooperate with CMO in performing any necessary administrative tasks |
| Budget | Prepare draft of School budget | Approve budget |
| Financial Management Services | Provide financial management services in accordance with School's Financial Policies and Procedures | Provide access to School bank accounts as necessary |
| Personnel Records | --- | Maintain personnel records |
| Audit | Approval of auditor used for annual audit | Arrange and pay for annual audit |
| Legal Services | Assist School arrange legal services | Arrange and pay for legal services |

The full text of the proposed Management Agreement and term sheet is included in the Appendix C.

2.3 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.*

Kim Raccio, currently Principal of New School Development at Brooklyn Prospect Charter School, has been identified as the Founding Principal of Danbury Prospect Charter School. A native of Connecticut and an

educator with 20 years of experience in schools serving as a founder, administrator, and teacher combined with her record of leadership, collaboration with other leaders in education, and lifelong commitment to her students and faculty, demonstrate how highly qualified Ms. Raccio is to lead this new initiative.

Kim Raccio joined Brooklyn Prospect Charter in 2012 as the Founding Principal of Brooklyn Prospect Charter High School. In the five years she has been working with Brooklyn Prospect and the leadership of Prospect Schools, Kim has overseen the opening of a high school, an elementary school and a middle school. Her expertise opening successful new schools for every grade span will be an invaluable asset for opening Danbury Prospect as a grades 6- 12 school.

During her first years at Brooklyn Prospect, while concurrently leading the development of this new high school program, Kim also led the high school, on an unprecedented timeline, to become the only non-select New York City public grade 6-12 school authorized as an International Baccalaureate (IB) World School to offer the prestigious Diploma Program (“IB DP”). As a result of the thoughtful programming designed into the school, Brooklyn Prospect students have continued to score above their district counterparts on their Regents Exam.

Kim has an outstanding track record of retaining and developing her staff. Under her tenure at BPCS High School, 100% of the founding leadership team renewed their annual contracts. Her team exhibited enormous professional growth during her time at the high school with several staff members commenting on her coaching during staff surveys, including comments such as, “She understands systems of development and gives her staff the encouragement to meaningfully reflect. “Through a core commitment to continuous growth, Kim builds strong teams in which individuals seek leadership and drive positive change and success. One of Kim’s founding department heads left in 2015 in order to become the founding leader of a new charter school in Albany, NY.

During the 2015-16 academic year as the Danbury plan and team were being developed, Kim accepted a role with the BPCS Central Office (the team that will transition to the Prospect Schools CMO) that leveraged her founding, teaching, and leaderships skills to support program development at the Brooklyn Prospect Elementary School.

During this year, Kim directly coached five department members on a regular basis. Additionally, with the population of Danbury in mind, Kim took on oversight for the developing elementary ELL program with the intention of growing and building her understanding of how to best serve ELL students. Kim also helped design and support admissions initiatives to increase BPCS familiarity within the local free/reduced lunch population, while at the same time leading International Baccalaureate academic initiatives.

During the 2016-2017 academic year, Kim took on the role of Principal of New School Development across the growing BPCS and Prospect Schools organization. Having launched a high school, and supported the growth of our elementary program, she is now leading the launch of a second BPCS middle school. In this role, she serves as a mentor to the school principal and is a member of the network wide strategic planning committee. Again, under her leadership, 100% of the founding academic team renewed contracts for the 2017-18 academic year.

Prior to joining Brooklyn Prospect, Kim was Assistant Head of Academics at Kingham Hill School in Oxfordshire, England where she was recruited in conjunction with the United States State Department to serve as Founding Director of the American Studies Program. In that capacity, Kim worked with the school’s staff to develop a groundbreaking, integrated educational program that brought together two national teaching systems in one learning community. Under her leadership, Kingham Hill became the first traditional British school to gain US educational accreditation with the New England Association of Schools and Colleges.

In addition to her experience as a school administrator, Kim has extensive teaching experience. A Connecticut native, she received her BS (*Biology*) and Grades 7-12 Connecticut Science Certification from Southern Connecticut State University. Her teaching career began in New Haven as a K-8 field educator and Director of Summer Programs with Schooner, Inc., and later as the Manager of Educational Outreach for the Connecticut SeaGrant Program at The Maritime Aquarium at Norwalk. After helping to launch the program in 1996, Kim

volunteered for six years with the highly successful *Hamden-Bermuda Workshop* at Hamden High School allowing hundreds of public school students the unique opportunity to engage in authentic marine research, culminating in an intensive visit to the Bermuda Biological Station. In 2000, Kim transitioned to “life ashore” by joining Hamden Hall Country Day School where, for the next seven years, she taught a wide range of science classes, including Intro, AP, and marine biology.

A globally minded educator who is passionate about innovative educational programs, Kim earned a Masters of Arts in educational leadership from Columbia University and is currently pursuing her Ed.D in International Education at the University of Bath (UK). She serves on accreditation teams for the New England Association of Schools and Colleges and has privately consulted for the creation of specialized UK/US hybridized educational programs.

2.4 Evidence of Support

- A. 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.***

The founding team embarked on a community engagement and listening tour in the spring of 2015 and has continued to engage parents, community organizations, faith-based leaders, non-profit agencies, Danbury Public Schools, teachers, principals, state legislators, the City Council, and Mayor Mark Boughton to gain an understanding of the current K-12 educational landscape, evolving student demographics, and educational needs of Danbury.

Further, over the course of a two year data collection process, the Danbury Prospect founding team has held some 20 information sessions and met with community families to share the mission, vision and values of the proposed Danbury Prospect Charter School.

As a run up to the 2016 release of the charter school Request for Proposals (RFP) Danbury parents partnered with Northeast Charter Schools Network’s Call to Action campaign. Between March and October of 2016 the Danbury Prospect team hosted tables at a number of community events (New Hope Community Fair, Danbury Family Fun Festival, and The Taste of Greater Danbury), staffed an information kiosk at Danbury Fair Mall, and secured over 248 supporters who sent text messages urging Governor Malloy to release a charter school RFP. Additionally, 306 people have signed up for our mailing list two years prior to the launch of this school. Further evidence of support is found in the many letters received expressing a desire for more public school options, especially Danbury Prospect’s program. These letters come from stakeholders and organizations such as:

1. Jericho Partnership
2. The Danbury Museum & Historical Society
3. New Hope Baptist Church
4. The Hord Foundation
5. Grassroots Tennis Academy
6. The Regional YMCA of Western CT
7. The Danbury Chamber of Commerce
8. Danbury Hackerspace
9. Joint letter from Representative Ferguson (138th District); Representative Smith (108th District); Representative Harding (107th District); Representative Duff (2nd District)
10. Representative Duff (2nd District)
11. Mayor Mark Boughton

The Danbury Prospect team has also received dozens of letters of support from Danbury parents and children

expressing support for Danbury Prospect Charter School. Parents and residents gave compelling and informative reasons why they believe the instructional program is a good fit for Danbury, below are a few samples from the many letters received from parents, teachers, and families. Many of our active supporters, themselves now ambassadors Danbury Prospect, themselves have children of an age that they are eligible for our first sixth grade:

- Parent, Stella Aslanyan, mother to 8 year old Danbury student,
- Bernarda Sari, Danbury resident and mother to 10 and 15 year old, believes Danbury Prospect will have a positive impact on Danbury Public Schools.
- Student, Benjamin Chaleski, 5th grade, hopes to be a member of Danbury Prospect Charter School class of 2024 and is concerned that Danbury only has one high school.
- Parent, Ana Guevara, mother to two students, wants her children to be guided by the IB principles so they become risk takers, communicators, open-minded, inquirers, and balanced.
- Fabiana Neupman, mother to a 10 year old, believes Danbury Prospect is well suited to provide young people with the economic opportunities they need to succeed.
- Maura, an AIS parent to two students, is thrilled to have school choice in Danbury

Over the last several months the Danbury Prospect team has received over a hundred signatures on the online petition supporting its program on *Change.org*. The comments received have been overwhelmingly positive and supportive and include:

- *Options are good! Let's help ease overcrowding in Danbury schools and encourage creative new teaching techniques to best prepare our students for the world. - Maura Juan*
- *More educational resources and opportunities would only benefit our community. - Tim Vickers*
- *We need a one more middle school in Danbury.*
- *I hope Danbury gets a charter school because we need another High School option. -Sonia Holmes*
- *With the great successes of charter schools seen throughout the country it's short sighted to think that Danbury should not have this offering for our parents and children. Everyone associated with our school system sees gross overcrowding. This is an extremely common sense approach and can't happen fast enough. - Jack Knapp*
- *I'm signing because I want school systems throughout America designed with diverse, numerous ways to achieve highest levels of education possible. - Doris Watkins*

The Danbury Prospect FaceBook page has attracted over **191** likes and amassed over **500** signatures on its paper petition from a cross section of Greater Danbury;

Please see Appendix D for:

- Letters of Support
- Petitions
- Contact Lists
- Evidence of Community Engagement

SECTION 3: STUDENT COMPOSITION, SERVICES AND POLICIES

Section III Student Composition, Services and Policies

3.1 School Demographics

- A. *Describe the community and the student population to be served by the proposed school and the needs of the population.*

Community Needs, Demographics and Student Population

Danbury is a very racially and ethnically diverse city (57% White, 25% Hispanic or Latino, 11% other races, and 7% Black) and as mentioned in section 1.1 in 2017 was named among the nation's most diverse cities⁵³. As a national leader in using the charter model to integrate public schools, Prospect Schools is the ideal network to serve the population of Danbury, and Danbury Prospect's school model is an exceptional fit for the greater Danbury community.

There are approximately 83,000⁵⁴ residents living in Danbury, making it Connecticut's 7th largest city with a projected annual growth of 1.6%. By 2020, Danbury's population will top almost 87,500 residents. Danbury is located in Fairfield County, comprising 14.8% (42) of the county's 625 square miles. The median household income is estimated to be over \$70,000 and the median age is 37 years old. Coming in at number 13, Danbury was just behind Stamford, at number 11, when compared across 5 major diversity categories including economic, religious, cultural, and socioeconomic diversity.

Educational attainment in Danbury resembles statewide levels with 30% of residents holding a high school diploma, 6% have an Associates Degree, and 31% hold a Bachelor's Degree or higher. The poverty rate in Danbury is 11%, above both county and state levels. Major Danbury employers include, Danbury Hospital, Pitney Bowes, and Western Connecticut State University.

Danbury Public Schools

In Danbury 38% of public school students speak a language other than English at home⁵⁵ and according to the Dominant Languages by School and English Learner (EL) Status, in 2014-15, of the 12,873 students evaluated, 18%⁵⁶ of them (2277 students) were English Language Learners. Student poverty in Danbury has doubled to 16% over the past 10 years and Danbury's low-income student population has increased more than 25% (to now 56% of students) since 2005.

Danbury is a growing city and Danbury public schools are struggling to accommodate the influx of new students. The district is the state's 7th largest school district enrolling over 11,000 students pre-K through 12 grade, including 12 elementary schools; 3 middle schools; and 1 public high school. Danbury Prospect students will come from across the city's 12 elementary schools bringing varied academic background

| District | District | 2015-16 ELA Percent Level 3 or above | 2015-16 Math Percent Level 3 or above |
|-------------------------|--|--|---|
| Danbury School District | Western CT Academy of International Studies Elem | 70.9% | 61.9% |
| Danbury School District | Mill Ridge Primary School | 56.4% | 61.5% |
| Danbury School District | Hayestown Avenue School | 50.5% | 50.0% |
| Danbury School District | King Street Primary School | 45.3% | 49.0% |
| Danbury School District | Morris Street School | 57.1% | 46.7% |
| Danbury School District | Pembroke School | 53.3% | 43.7% |
| Danbury School District | Park Avenue School | 46.0% | 43.6% |
| Danbury School District | Great Plain School | 40.0% | 41.3% |
| Danbury School District | Shelter Rock School | 54.5% | 41.2% |
| Danbury School District | Westside Middle School Academy | 54.8% | 41.1% |
| Danbury School District | Ellsworth Avenue School | 46.5% | 35.9% |
| Danbury School District | King Street Intermediate School | 52.1% | 35.1% |
| Danbury School District | Stadley Rough School | 48.9% | 34.4% |
| Danbury School District | South Street School | 44.4% | 30.9% |
| Danbury School District | Broadview Middle School | 43.8% | 22.3% |
| Danbury School District | Rogers Park Middle School | 35.0% | 20.6% |

Figure 26. ELA and Math Proficiency for 12 Danbury Elementary Schools

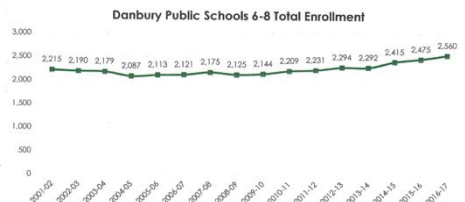
⁵³ Bernardo, R. 2017 "2017's Most Diverse Cities in America" Retrieved from: <https://wallethub.com/edu/most-diverse-cities/12690/>

⁵⁴ Content provided by the US Census bureau for the years 2010, 2011, 2012, 2013, 2014 and 2015, 2016.

⁵⁵ <http://www.danbury.k12.ct.us/elementweb/danburyhistory/Danbury/People.html>

⁵⁶ <https://data.ct.gov/Education/Dominant-Languages-by-School-and-English-Learner-E/biy3-c45y/data>

According to the district, K-5 enrollment will decrease over the next 5 years by approximately 90 students (-1.7%), ultimately increasing by 165 students (3%) in 10 years. But 6-8 grade enrollment will increase by 190 students (7.4%) over the next 5 years and 66 students (2.6%) over the next 10 years. Danbury High School is the largest high school in the state, and the district projects enrollment to increase by 439 students (14%) over the next 5 years; over the next 10 years the district anticipates an increase of 563 students (18%). It is clear that as larger grade cohorts begin entering the district, the rate of growth has surged over the last 2 years. The district projects significant increases in grades 6-8 due to larger cohorts currently matriculating in the elementary schools (See Figure 27). The result will likely be a 8.6% middle school increase over the next 4 years. The high school will also be impacted by larger cohorts, with a 14% increase over the next 5 years (see Figure 28).



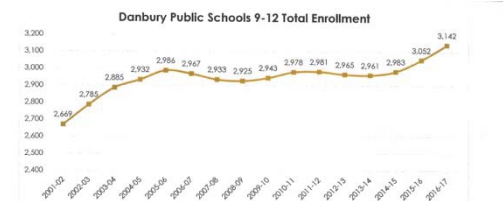
- 6-8 enrollment has increased 15% in the last five years, and 21% in the last ten years

MILONE & MACBROOM

Prepared for Danbury Public Schools

25

Figure 27. DPS 6-8 Enrollment



- High School enrollment has increased 5% in the last five years, and only 6% over the last ten years
- However, as larger grade cohorts have begun entering, rate of growth has surged over the last two years

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Prepared for Danbury Public Schools

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Figure 28. DPS 9-12 Enrollment

In addition to facing capacity issues, Danbury Public Schools are working to improve academic achievement levels, as well. On the 2015-16 Smarter Balanced Assessment Consortium (SBAC), administered to 3-8 grade students statewide, showed that overall, 66% of Danbury students are not meeting proficiency levels in math and 53% are not meeting the standard in ELA.

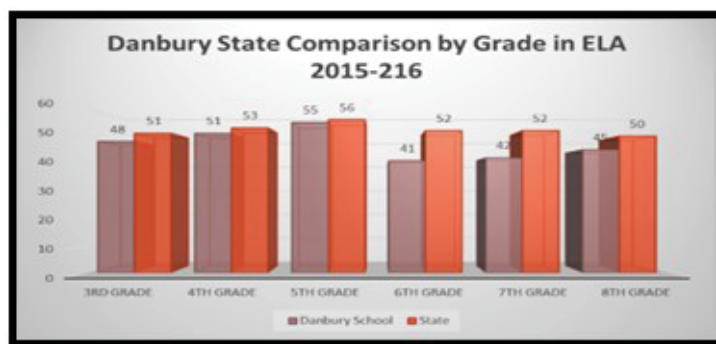


Figure 29. ELA Comparison

A closer look reveals that students in 3-5 are keeping pace with their grade peers across the state, in math and ELA. But a large proficiency gap exists when comparing Danbury middle school (6-8 grade) students to their statewide peers. In Danbury, 6-7 grade students under-perform their statewide peers by 10 and 14 percentage points respectively in math. In ELA 6th and 7th graders in Danbury score within 10 percentage points of their statewide peers-41% and 42% respectively.

Danbury High School is the largest high school In the state of Connecticut, with approximately 3,300 students enrolled. In 2016 the average SAT combined score was 1,477 (critical reading 494; math 466; and writing 493)⁵⁷.

The SAT revealed achievement gaps among some minority groups as described in the chart below:

⁵³ ⁵⁷ Mitchell, W. "2016 CT High School SAT Scores- How did Danbury do?" August, 2016.

% of Danbury Ethnic/Racial Subgroups Meeting or Exceeding Connecticut SAT Standards in 2016

| Ethnicity/Race ⁵⁸ | Math (% met or exceeded standard) | Reading (% met or exceeded standard) |
|------------------------------|-----------------------------------|--------------------------------------|
| African American | 12.4% | 36.4% |
| Hispanic/Latino of any race | 15.5% | 39% |
| White | 49.9% | 77% |

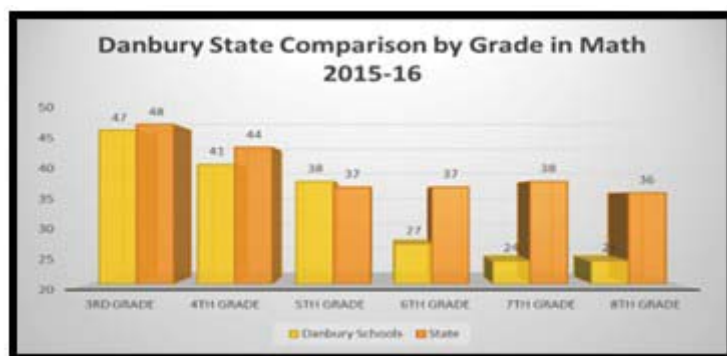


Figure 30. State Comparison in Math

Combine proficiency levels with the issue of overcrowding it becomes increasingly clear⁵⁹ that there is a need for more high quality middle school options in Danbury.

Danbury Parents Understand School Choice: Overview of city schools

Danbury's three middle schools- Broadview, Rogers Park, and Westside Academy are all overcrowded. Parents have expressed concern over the large class sizes and academic outcomes are poor. Currently, there are three public

school choice options in Danbury –Academy of International Studies (AIS) and Westside Academy are magnet schools, Abbott Technical HS is a selective enrollment school. Westside Academy is the highest performing middle school in Danbury and AIS is the highest performing elementary school. Both schools have long waiting lists, further evidence that Danbury parents are clamoring for more public school options.

The combination of comparatively lower proficiency test data, overcrowding and long waiting lists for choice schools promoted the understanding that what the community of Danbury truly needs is a high quality middle and high school that will address the achievement gap while supporting the growth and development of all students.

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

The combination of rigorous academics, robust social-emotional programs and highly qualified teachers form the core of Danbury Prospect's program to support the needs of all our student population. Prospect Schools specializes in the design of intentionally inclusive schools and is well positioned to support the growth and demographic diversity of Danbury Prospect.

The leaders of Danbury Prospect understand that when students' intellectual activity transcends the boundaries of the classroom and extends into the culture of their daily lives, students are given a greater opportunity to shape who they will become in the future. Student growth, however, depends on more than a rigorous academic devotion; students' social emotional developmental health needs also need to be supported. Danbury Prospect's Commitment to the Whole Child Approach led to a robust advisory program designed to support social emotional learning and development as well as provide a direct point of contact with all families. For middle school students, the advisory program draws from a variety of sources such as the "Know your Classmates"

⁵⁸ Mitchell, W. "2016 CT High School SAT Scores- How did Danbury do?" August, 2016. Retrieved from <https://patch.com/connecticut/danbury/2016-ct-high-school-sat-scores-how-did-danbury-c-e-do>
⁵⁹ Comprehensive Enrollment Analysis and Projections Prepared for Danbury Public Schools, Feb 1, 2017 by Malone MacBroom

project of *Beyond Differences*⁶⁰ and *ING*. It is responsive to what happens in each year to support all aspects of students' development, including less tangible considerations such as self-esteem and multicultural awareness.

Danbury Prospect's faculty is Committed to a Strong School Culture and understand that significant work is required to bring together students from varying backgrounds into a cohesive, academically successful class where students feel empowered to take academic risks and are supportive of each other. Summer orientation sessions, off- campus team building events (such as overnight camping trips) and on-going teacher support meetings will allow the School to build a community of learners that respects the differences of all members and supports their academic growth.

Additional targeted supports for specific subgroups of the student population will include, but are not limited to:
English Language Learners

ELL programming, drawn from the expertise found within the Brooklyn Prospect and Prospect Schools network, will be provided to support ELL students within the community. Research-based supports⁶¹ will include classroom visual clues (nonlinguistic representation) provision of multiple pathways for acquiring grade-level content knowledge and skills through classroom work, push-in/pull-out tutoring, additional study periods, etc. targeted academic vocabulary support through use of academic sentence starters, vocabulary lists, etc. Additional supports for ELL students are outlined in section 3.3, below. Additionally, opportunities to promote retention of mother- tongue languages will be built into the academic day through areas such as Independent Reading to ensure students continue developing in and reaping the benefits⁶² of fluency in both languages.

At-Risk: Reading Below Grade Level

For students entering Danbury Prospect significantly behind grade level in reading, dedicated Literacy classes taught by reading intervention specialists will help to bring students up to grade level by the start of high school.

Danbury Prospect's daily academic calendar will be designed to support students with varying academic background and provide dedicated time for remediation and extension work, as necessary. Dedicated, sacred Independent Reading periods will be provided to students daily so that they may build both passion and skill in reading. Danbury Prospect teachers will be trained to conduct reading conferences and dedicated classroom libraries will be designed with a student-friendly "bookstore" feeling to promote interest in browsing the book collection. Similar Independent Reading programs, already in place in Brooklyn Prospect Schools in NYC, have yielded meaningful reading growth (>1 year) for students as measured by the Fountas and Pinnell reading assessment.

At-Risk: Below Grade Level, Math Fluency

Mathematical Intervention and Enrichment periods will also be built into the day to help address the mathematical gaps that are indicated in the above state/city data. Students will be provided with structured time to build mathematical fluency through a variety of approaches, including the utilization of research-based Number Talks^{63, 64, 65}. As students' progress, they shift their studies to explore more advanced mathematical concepts, such as coding, pending the individual needs of the students. Flexible groupings will be reviewed regularly so that students can move between different types of support in response to demonstrated growth over time.

At Risk: Truancy

As is the case for most public schools where larger numbers of students are eligible for free and reduced

⁶⁰ <http://www.beyonddifferences.org/teachers/portal/>

⁶¹ August, et. al 2012 http://www.air.org/sites/default/files/downloads/report/ELL_Pocket_Guide1_0.pdf

⁶² Goldenberg & Coleman, 2010 Promoting Academic Achievement Among English Learners: A Guide to the Research 1st Edition

⁶³ Humphreys, C. and Parker, R. 2015. Making Number Talks Matter: Developing Mathematical Practices and Deepening Understanding, Grades 4-10. Stenhouse Publishers: Portland, ME

⁶⁴ Parrish, S. 2010. Number Talks: Helping Children Build Mental Math and Computation Strategies. Math Solutions: Sausalito, CA.

⁶⁵ Parrish, S. 2011. Number Talks Building Numerical Reasoning. Teaching Children Mathematics, 18, 198-207

lunch⁶⁶, it is anticipated that a subgroup of students at Danbury Prospect will exhibit issues regarding truancy. Given the potential for truancy to impact student performance, supporting truant students will be of great concern to administrators at Danbury Prospect. While, existing research⁶⁷ indicates that no single strategy proves to be the most effective in supporting truant students, the Danbury Prospect RTI will directly address the needs of truant students. Research-based supports may include, but are not limited to: individual behavior intervention plans, peer support, home visits, counseling, etc.

Students with Learning Differences:

Extensive, research based supports will be provided to students with learning differences and administered predominantly in inclusive classroom settings. An overview of specific academic supports for students with learning differences can be found in section 3.2.

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.

Grade range and ages

Danbury Prospect will initially serve 110 6th grade students, age 11/12, and will add a new cohort of students, approximately 110 student per grade, each year as the founding cohort progresses towards 12th grade. At scale, Danbury Prospect will serve grades 6-12, ages 11-18 years.

Rationale for enrollment plan

Beyond providing a much needed addition to the school offerings for Danbury middle school families, the academic rationale for starting the program in 6th grade is rooted in the research^{68,69} that the middle school years are critically formative in developing sound skills and habits of mind necessary for success for advanced students in high school, college and beyond.

With nearly 3000 students, Danbury High School is the largest high school in Connecticut. Danbury Prospect Charter School will be a desperately needed alternative option, helping students who might be overlooked in a large comprehensive public school. In particular, Danbury Prospect Charter School's small size, advisory program, differentiated learning and extracurricular opportunities will be especially beneficial to such students.

Rationale for growth

Experience and feedback from students and parents of the Brooklyn Prospect Windsor Terrace High School indicate that limiting the number of academic transitions (ex. not transitioning between different academic organizations from middle to high school) provides students with a more stable academic experience where students can focus on the development of academic skills necessary for success in university. An aligned 6-12 curriculum provides students with a greater depth of study in all subject areas and provides students with the best preparation for the rigorous International Baccalaureate Diploma program in 11th and 12th grade.

Finally, extensive research⁶⁹ has highlighted the benefits for smaller schools. To reap these benefits, Danbury Prospect has designed a program which will maintain small grade cohorts (<110 students per grade). As a 6-12 at scale serving nearly 800 students, Danbury Prospect will alleviate the overcrowding facing Danbury Prospect Schools and offer an additional high quality school for families who are interested in the global aspect of the International Baccalaureate Program with its success in preparing students for readiness for university as well as the emphasis on the importance of social-emotional development. Danbury Prospect is excited to work in partnership with the district and hope to play a small part in alleviating the pressure caused by overcrowding.

⁶⁶ <http://www.truancyprevention.org>

⁶⁷ Maynard, et al., 2012

⁶⁸ <http://education.stateuniversity.com/pages/2229/Middle-Schools.html>, College Readiness Begins in Middle School, published by the American College Testing (ACT) organization in 2005, <https://greatmiddleschools.org/the-importance-of-middle-school/#gs.liCYUUI>

⁶⁹ <http://www.nea.org/home/13639.htm>

D. Describe procedures for encouraging involvement by parents and guardians of enrolled students in student learning, school activities and school decision-making.

Danbury Prospect believes that maximization of the school's impact on students happens when families and school professionals are aligned in their support of students. Prospect Schools has a history of engaging deeply with families of all students in a variety of ways throughout the year.

At the start of the year, families meet with their advisor through the advisory program intake meeting and develop a rapport for communication. Each month, Parent Student Teacher Organization (PTSO) meetings are hosted at the school that showcase student presentations, include topics to engage parents and provide an opportunity for deepening relationships. Annual potluck dinners help to build community and monthly "Principal Coffees" provide all parents with an opportunity to talk directly with school leadership regarding ideas, questions and concerns. Translation is provided by volunteer parent ambassadors and professionals, as needed, to help ensure all families feel welcomed and can engage in the life of Danbury Prospect.

The PTSO will hold monthly leadership meetings with the Principal to collaboratively identify a calendar for school activities, fundraising initiatives, topics for general PTSO meetings, etc. The PTSO leadership will have a grade-level representative to provide a direct line of contact between families and the Principal. A member of the PTSO board will serve as a voting member of the Danbury Prospect Governing Council and have access to the highest level of decision making within the Danbury Prospect organizational structure.

Finally, parents provide feedback as a valuable input in school decision-making to Danbury Prospect through annual online and printed surveys which ask questions about all aspects of the school. The Brooklyn Prospect Student Family Handbook (Appendix F) outlines in more detail the multitude of ways in which families will partner with the school to support the students. The Handbook language will be adapted to Danbury during the planning year.

3.2 Special Education and Section 504 of the Rehabilitation Act of 1973

All charter schools in Connecticut are public schools that 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 special education students and those students qualified under 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 Act (IDEA) and Section 504.

Danbury Prospect will ensure that all special education services will, at a minimum, comply with federal laws and regulations, yet the ultimate goal is to strengthen differentiated instruction for all students. This will be achieved through a robust integrated co-teaching program that harnesses the expertise of teachers holding special education certification as well as those who have subject-specific certification which is modeled after the ICT program in existence at Brooklyn Prospect Charter Schools. All students with an ICT mandate on their IEP are placed in these integrated co-teaching classes, with additional supports available from specialists across the organization. The curriculum and instruction program at Danbury Prospect has been designed with sufficient flexibility to provide for the needs of all students, including special education students, ELL, and at-risk students.

Danbury Prospect teachers will receive special education training in Marilyn Friend's Inclusion and Collaborative Team Teaching model. Danbury Prospect will bring in a Marilyn Friend trainer as a speaker and sending core teachers to special education training. Teachers will implement six strategies for CTT:

1. one teach, one observe
2. one teach, one assist

3. teaming
4. parallel teaching
5. station teaching
6. alternative teaching

Danbury Prospect will also leverage the Prospect School's network to provide policy and practice expertise that has been developed over the past decade.

Danbury Prospect will follow an Individualized Education Program (IEP) recommended by the Regional Special Education Center serving the student's school district of residence. To ensure that students receive appropriate services, Danbury Prospect will hire a full-time Special Education teacher who will provide both direct and indirect services to meet the needs of all Danbury Prospect students. Danbury Prospect will therefore have the ability to serve students on-site with staff, consistent with a student's IEP. In certain instances, however, such as where Danbury Prospect does not have the necessary human resources or professional staff and expertise to provide those services required by the IEP, Danbury Prospect will request that the student's school district of residence provide such services.

Danbury Prospect facilities will be designed in compliance with the ADA code allowing the students to take full advantage of the curriculum.

Direct Services

Danbury Prospect Charter School is dedicated to ensuring that the individual needs of all the students are met in accordance with the highest standards and the mission of the school. The goals of academic achievement and constant collaboration described in this application are equally the goals for children who have special needs. In accordance with the Federal Individuals with Disabilities Education Act (IDEA) and with the Danbury Prospect commitment to preparing a diverse student body for success in a 21st century global world, Danbury Prospect will provide the kind of instruction and support that is likely to maximize each student's academic success while integrating each student, to the maximum extent appropriate, in an inclusive and collaborative learning community.

Though all teachers at Danbury Prospect play roles in supporting all students, we maintain a team of learning specialists who are dedicated to the task of coordinating and implementing instruction and supports for students with special learning needs. Learning specialists are certified, or working towards certification, in teaching students with disabilities in grades 5-9 or grades 7-12. They will have, or are pursuing, master's degrees in the field of special education, and will strive to meet any and all international requirements in these areas.

Danbury Prospect students will also have an added layer of support from the network office. Prospect Schools has in place a Student Support Services Specialist who works across all network schools ensuring all children who have special needs are supported in a manner not only compliant with the law, but with individualized programs that meet their learning needs. Additionally, certification status will be reviewed by Prospect School's HR team and appropriate courses of action will be implemented should a candidate not currently possess correct CT special education certification

Danbury Prospect high school learning specialists have or are pursuing dual certifications in the subject areas in which they teach. The learning specialists are divided between two programs: Integrated Co-Teaching (ICT) and Special Education Teacher Support Services (SETSS). ICT learning specialists also function as subject-area experts across grade levels in English Language Arts (ELA), Humanities, Math, and Science. They share planning, teaching, and evaluation responsibilities with their subject-area counterparts. Dedicated planning time between ICT and subject area teachers will be scheduled into the academic day. The SETSS team provides both push-in and pull-out support to students, primarily in ELA and Math.

Prospect Schools historically has maintained a strong partnership with the local district, which has provided various mandated services such as speech therapy and or counseling support. Danbury Prospect is excited to partner with Kelly Truchsess, Director of Special Education at Danbury Public Schools Department of Special Education, and her team in securing appropriate services to meet the needs of the diverse student body.

As a network, Prospect Schools has developed an Academic Response to Intervention (RtI) model to support all students. The SRBI model (described below) outlines interventions for all students in the school depending on the levels of services that they need to thrive academically and socially. Students who need a fairly typical range of supports receive them in a general education setting, while students who need more individualized supports receive them in ICT classrooms or in pullout sessions with learning specialists, related service providers, the Dean of Students, or other appropriate school personnel. Students in ICT or SETSS receive the majority of their instruction in a general education setting. ICT students are further supported by learning specialists in each of their core subject classes. Instruction and assessment in these classes may be differentiated or modified depending on student needs. SETSS students are further supported by learning specialists in their ELA/Math classes, and by daily pullout to bolster learning.

Prospect Schools provides many accommodations and modifications to supports its students with special needs, including but not limited to:

- Extended time
- Modification of materials/information in the classroom
- One-to-one or small group instruction
- Visual support of written materials
- Audio support of written materials
- Multi-formatted directions
- Assistive technology
- Preferential seating
- Counseling services
- Behavior/Academic support plans

As an organization, Danbury Prospect strives continually to ensure that the students with special needs are receiving all of the accommodations and modifications listed in their learning plans. The student support services (SSS) department, including all ICT and SETSS teachers and related service providers, will work to ensure that subject- area teachers are aware of which students require additional accommodations or modifications. Student support services team members will, at a minimum, meet weekly with subject-area teachers so that they may successfully implement differentiated instruction to support their learners.

Personnel

As indicated above, Danbury Prospect will have on staff a properly certified, full-time special education coordinator who will serve under the direction of the Principal. The special education coordinator's responsibilities will include providing ICT and SETSS programs in accordance with student's IEP and observed needs, providing professional development and collaboration with general education teachers, and, in collaboration with the Principal, managing the administrative responsibilities associated with special education. Additionally, the Principal and Special Education Coordinator will ensure that school programming includes, but is not limited to:

- the coordination of service provision to all students with an IEP;
- oversight of the process of identifying students who may need referral to the district's Planning and Placement Team ("PPT");
- meeting all reporting requirements for special education activities of the school;
- representing the school at Regional Special Education Center meetings;
- assuring compliance with all appropriate federal special education requirements;
- ensuring that instruction is sufficiently and appropriately differentiated in all classrooms.

Danbury Prospect Charter School will also provide supplementary professional training and development for all teaching staff to ensure consistent support for all special education students. The training and development will encompass the referral process to the PPT; developing, understanding and implementing a student's IEP; evaluating a student's progress toward meeting IEP goals and objectives; utilizing differentiated instruction; reporting requirements to parents and the PPT; and disciplining students with disabilities.

Assessment of Students with Disabilities

Danbury Prospect will provide appropriate formative and summative assessment for students with disabilities that will inform teachers, including the special education coordinator, on each student's academic progress over time. This data will allow teachers to adjust supports and differentiation in a responsive way to appropriately support academic growth.

For some students with disabilities, the IEP developed by the PPT may determine that such students cannot participate in regular state assessments. In these instances, the state alternative assessment will be administered as required by law. Danbury Prospect will also present to and discuss with members of the PPT each component of the school's assessment program, and will ask the PPT to make a determination about which, if any, of these various assessment measures would be appropriate to include in each student's IEP.

B. Clearly indicate that the proposed school understands its responsibility to meet the requirements of individualized education programs and Section 504 plans, and has a detailed plan for the provision of certified personnel, receipt and retention of appropriate documentation, student assessments, classroom adaptations, and sufficient professional development for staff.

Danbury Prospect will leverage Prospect Schools' eight years of experience in supporting students with disabilities in an inclusive setting as it adheres to all provisions of federal law relating to students with disabilities, including the IDEA, section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990 (ADA).

Danbury Prospect Charter School will, consistent with applicable law, work with the local school district to ensure that all students with disabilities that qualify under the IDEA:

- have available a free appropriate public education (FAPE);
- are appropriately evaluated;
- are provided with an IEP;
- receive an appropriate education in the least restrictive environment;
- are involved in the development of and decisions regarding the IEP, along with their parents; and
- have access, along with their parents, to appropriate procedures and mechanisms to resolve any disputes or disagreements related to the school's or school district's provision of FAPE

Danbury Prospect Charter School will employ, at a minimum, a properly certified individual as the school's special education coordinator, whose responsibilities will include coordinating with the Planning and Placement Team; providing information to and obtaining information from the PPT as needed throughout the year; determining if entering students have IEPs; and working with the PPT and school districts to ensure that all required special education and related services are being provided and that all IEPs are appropriate in the context of the Danbury Prospect setting. The school may permit the special education coordinator to take on additional administrative duties to the extent that they do not interfere with the coordinator's responsibilities to ensure the school's compliance with the IDEA, section 504 of the Rehabilitation Act of 1974 and Title II of the ADA.

Danbury Prospect will be supported by the Prospect School's network human resources department to recruit excellent special education teachers. For national and international candidates who may not have resided in Connecticut, the HR department will support teachers in their pursuit of reciprocity for Connecticut certification.

Prior to the opening of the academic year, the Principal, working with the Special Education Coordinator, will schedule an appropriate number of ICT sections for all core classes (Math, Science, English and Humanities) to support all students who have ICT as a provision on their IEP. The final number of special education teachers hired will be somewhat dependent on the number of students requiring special ICT settings. It is important to note that consistent with Danbury Prospect's philosophy and vision for diverse classrooms, ICT classes will not be homogeneous, pull out classes for IEP students, but rather embedded within heterogeneous classroom settings where some students may not have IEPs. Final hiring decisions will be made in response to student enrollment following the annual lottery.

Danbury Prospect Charter School will make available, as required by law, a student's regular and special education teachers (and other required school personnel) for meetings convened by such student's RESC, and provide such teachers and personnel with copies of the student's IEP.

Danbury Prospect Charter School will ensure that parents of children with special needs are informed of how their children are progressing on annual IEP goals and in the general curriculum at least as frequently as parents of regular education children. Advisors will be aware of a student's IEP requirements and will have regular conversations regarding academic progress throughout the year. Advisors will serve as a primary point of contact between the family of students with IEPs and the school so that families will always have a minimum of one trusted adult they can connect with for questions regarding their student's progress.

Danbury Prospect Charter School will abide by the applicable provisions of the IDEA and the Family Educational Rights Privacy Act of 1974 (FERPA) as they relate to students with disabilities, including, but not limited to, having procedures for maintaining student files in a secure and locked location with limited access.

Danbury Prospect Charter School's special education coordinator will retain such data and prepare such reports as are needed by each disabled child's school district of residence or the State Education Department in order to permit such entities to comply with federal law and regulations.

Danbury Prospect Charter School will comply with its obligations under the Child Find requirements of IDEA, including 34 I.E. § 300.111, and will provide appropriate notification to parents in connection therewith, including notifying them prior to providing a child's name to a PPT for potential evaluation.

Appropriate personnel from Danbury Prospect Charter School will attend such training and technical assistance seminars regarding the education and servicing of special education students as is required by the Connecticut Department of Education. A comprehensive professional development plan will support both special education and general education teachers, starting with ICT training during the summer professional development sessions. The Principal, in collaboration with the Special Education Coordinator, will run regular "student needs" meetings, minimally 1x/month, where all teachers will analyze assessment data for students with IEPs and discuss the impact of differentiated learning plans for students with learning differences. As appropriate, the grade level (or individual teachers) will adjust learning plans to best support individual students. Research-based supports will be drawn from the Pre-Referral Intervention Manual (P.R.I.M) by Stephen McCarney and professional development on these supports will be delivered by the Principal, Special Education Coordinator or outside professional development providers.

In order to be in compliance with Section 504 of the Rehabilitation Act of 1973, Danbury Prospect will designate a Section 504 Officer and form a Section 504 Committee. The school's 504 Officer will also serve as the school's special education coordinator. The 504 Officer will be responsible for addressing any 504 issues, i.e. regarding accommodations for students [or their parents] to receive an appropriate education. Danbury Prospect Charter School will also make reasonable accommodations for physically disabled students and will follow the applicable provisions of the federal ADA.

C. Describe the policies and procedures to ensure that students who may be eligible to receive special education and related services, under either IDEA or Section 504, are referred to their school district of residence or to the staff of the proposed school for evaluation.

Danbury Prospect's Principal and Special Education look forward to collaborating with the school district to ensure that appropriate services are provided for all Danbury Prospect students. Danbury Prospect will adhere to all state and federal guidelines related to identifying, referring and providing services to any student who may be eligible for either IDEA or Section 504 services. Danbury Prospect fully understands Child Find procedures for student referrals and will follow the SRBI process as an indicator for identifying such students.

Monitoring Student Eligibility for Section 504

Prospect Schools has developed a robust academic SRBI process which will be applied at Danbury Prospect

and supported by the central network, including support from the Central Office-based Student Support Services Specialist. Prospect School's SRBI process is documented below:

In order to make sure that all of the people and entities (who may have competing viewpoints) are focused and student-centered; **there must be a significant amount of varied (quantitative, qualitative, absolute, comparative) data available for decision making.** Documentation from across the school year, across disciplines and SRBI levels will be the responsibility of the special education coordinator with support from classroom teachers. This includes assessments, student plans and student work samples.

A teacher may refer a student for SRBI via a Student Study form. This document serves to alert the CST and SSS teams that a student is struggling and the teacher is looking for ways in which to support him/her. When the form is

filled out and submitted the teacher should already have documented and exhausted the relevant and suitable Tier 1 actions that are designed to support the general student population. Such supports will be discussed in monthly student needs meetings in order to share the expertise of all of the student's teachers. Possible Tier 1 actions are listed in the SRBI flowchart and are available in the P.R.I.M. If a teacher submits a student study form and has not exhausted suitable Tier 1 interventions, the CST may recommend that the teacher institute more Tier 1 level support.

The heart of Danbury Prospect's Response-to-Intervention model lies in the use of tiered instructional processes which move students into a more supportive instructional model in a responsible, comprehensive and effective way. At each level of SRBI the cycle of: "Assessment-data interpretation- plan building-plan implementation- Assessment" will be followed.

Tier 1

All students in Tier 1 receive high-quality, scientifically based instruction, differentiated to meet their needs, and are screened on a periodic basis to identify struggling learners who need additional support. This is the standard set-up of the school and for us this includes ICT classrooms, targeted literacy and math blocks, in class small group instruction, RRE and etc. Students with IEPs are entitled to all services and recommendations in their IEPs at Tier 1.

Tier 1 assessments should include curricular formative/summative, STAR Assessment in ELA and mathematics, and student work comparison/rubric assessments.

Tier 2

In Tier 2, students not making adequate progress in the core curriculum are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. This includes intervention programs, class pull-outs, more intensive in class supports than Tier 1. At the entrance to this tier that the school's CST becomes more intimately involved. A student in Tier 2 will also have 1-2 CST members assigned to their case.

Tier 2 assessments should include the same as Tier 1, with the possible inclusion of more sophisticated assessments as dictated by the Tier 2 student plan.

Tier 3

At this level, students receive individualized, intensive interventions that target the students' skill deficits for the remediation of existing problems and the prevention of more severe problems. An inability to demonstrate adequate progress in Tier 3 leads to an IEP request for evaluation being sent to the PPT, or a reevaluation in a case where a student already has an IEP.

Tier 3 assessments should include the same as Tier 2, with the possible inclusion of more sophisticated assessments as dictated by the Tier 3 student plan.

Monitoring Student Data

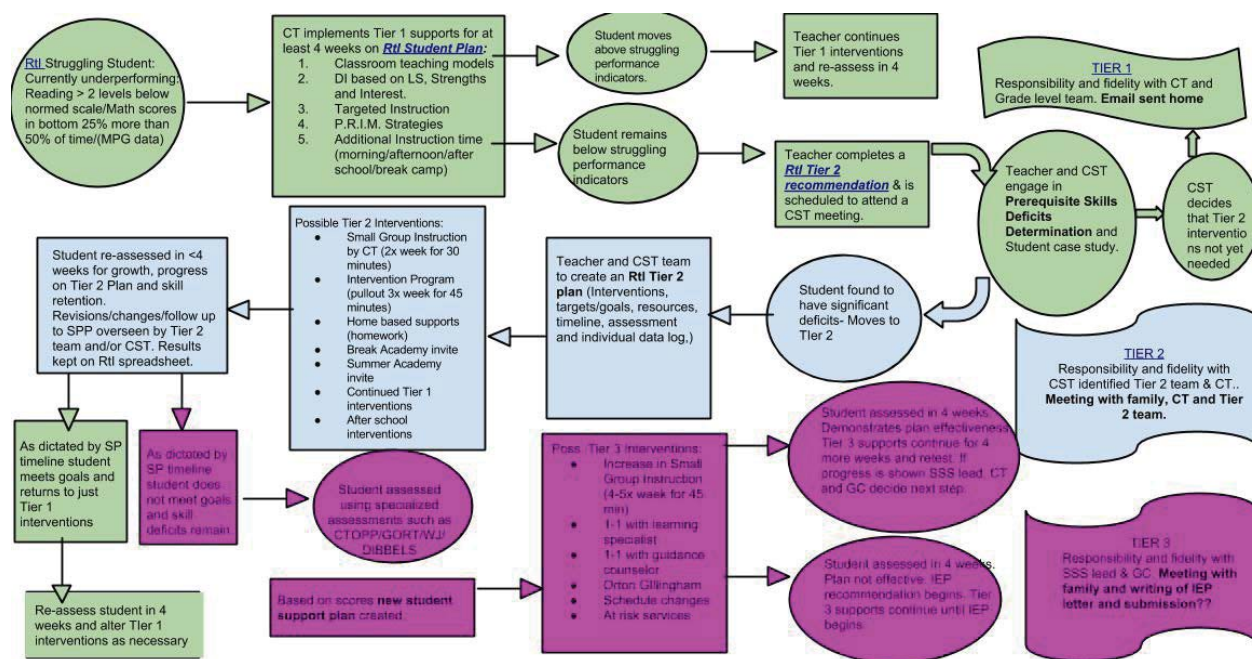
A well-executed Scientific Research Based Interventions system is vital to an inclusive school like Danbury Prospect. SRBI allows the school to systematically but flexibly address the needs of all learners,

including those who may require special education programming or services in order to be successful. Danbury Prospect students get the support they need for the duration they need it, until such time as their strengths have been appropriately leveraged and their deficits remediated.

Teacher Process

1. Student is struggling on a number of quantitative/qualitative measures
2. Teacher creates a SRBI Tier 1 Plan in conjunction with her co-teacher and grade level team.
3. Student continues to struggle; teacher should document results from initial plan and then evaluate and tweak plan accordingly.
4. Student continues to struggle; teacher will complete a SRBI Tier 2 Recommendation Form
5. Upon receipt of the form the CST will review data and may set a date for teacher to attend CST meeting.
6. If a teacher presents to the CST and the recommendation is for the student to begin Tier 2 interventions, an SRBI Tier 2 Plan will be created by the teacher and the CST team.
7. The rest of the process is outlined on the SRBI flowchart below.

Figure 31. SRBI Flowchart



Revising Student IEPs

In some instances when a student enters Danbury Prospect Charter School with an IEP, the school may feel that the prevailing IEP is overly restrictive and does not maximize the child's ability to receive a free and appropriate public education in the least restrictive environment. This is a particularly important consideration, as Danbury Prospect's educational philosophy is built on tenets of inclusion. However, if this is the case, Danbury Prospect, upon notice and consent of a student's parents, may seek to have a child's IEP reviewed, and possibly revised, by the PPT of the student's district of residence, or to have the child's status as a special education student re-evaluated by the PPT.

In addition to the school day supports provided in the programs above, Danbury Prospect also offers all secondary students with documented learning differences the chance to meet with highly qualified learning specialists before or after school nearly every day of the week.

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

Danbury Prospect has a multifaceted communication plan to inform families of the services provided, and engage families of students with disabilities.

Step 1 (Initial Meeting):

For students with disabilities, the special education coordinator will meet with the family at the beginning of the year to discuss and review the IEP. Throughout the year, the special education coordinator will maintain regular contact with families to ensure that the timeline for student documentation is being proactively maintained and that all documentation is in order.

Step 2 (On-going support and communication):

As mentioned in the school vision, Danbury Prospect will work hard to engage all parents in their child's education with frequent updates from the advisor, who serves as the primary point of contact between home and school. The advisor and special education coordinator will meet to discuss the educational needs for an advisee with an IEP. During the academic year, the advisor will regularly communicate with parents by providing updates on academic progress, receiving feedback from parents on progress observed at home, etc. Communication plans between the parents and the advisor, including frequency (weekly, monthly, etc.), style (email, phone, etc.) will be established at the initial welcome interview in August.

Step 3 (Review and oversight):

The special education coordinator and advisor will regularly review academic progress for students with IEPs and conferences with parents will be organized as necessary. The special education coordinator will communicate any additional requirements (state-mandated reviews of IEP, etc.) with parents, and coordinate appropriate meeting times.

More holistically, Danbury Prospect will build an active Parent Teacher Student Organization (PTSO), reserving a seat on the Danbury Prospect Governing Council for a parent and offering workshops to all families on supporting educational growth of their students. Specific workshops or conferences tailored to parents of students with IEPs will also be offered as appropriate. Previous workshops of this nature have included: Understanding an IEP, and Supporting Your Student at Home.

3.3 English Language Learners

All charter schools in Connecticut are public schools that 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 language learners (ELLs), 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 ELL 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 ELL students access to the general education program.

In the spirit of Danbury Prospect Charter School's commitment to building a collaborative, and inclusive learning community designed to prepare students for a globally connected world, students with limited proficiency in English will achieve proficiency in the English language as quickly as possible, through the use of the school's services and teaching methods, while celebrating the cultural heritage that is associated with their mother-tongue languages.

English Language Learners (ELLs) will not be excluded from curricular and extracurricular activities based on their limited ability to speak and understand the language of instruction, and ELL students will not be assigned to special education because of their lack of English proficiency. An ELL coordinator will collaborate with the Principal at the start of the year to ensure that all ELL students have the appropriate supports embedded in their schedules to ensure access to the Danbury Prospect general education program.

Following the construction of appropriate scheduling supports, the ELL coordinator will work with advisors to discuss holistic supports that will be overseen by the advisor on a day-to-day basis. This will include regular, daily advisor/ELL student check ins to gain feedback on academic progress and emotional-social wellbeing. Similar to the plan outlined for IEP students, the advisor will regularly communicate with parents by providing updates on academic progress, receiving feedback from parents on progress observed at home, etc. Communication plans between the parents and the advisor, including frequency (weekly, monthly, etc.), style (email, phone, etc.) will be established at the initial welcome interview in August.

In addition, Danbury Prospect Charter School affirms that all students, regardless of language proficiency, will be provided the necessary curriculum and instruction to allow them to achieve to the high standards set for all students in the school. A pillar of the curriculum, the International Baccalaureate program, purposefully celebrates the linguistic diversity of students and promotes multilingualism as critical skill necessary for success in college and an increasingly global workforce.

As mentioned in section 3.1, there are more than 42 languages⁷⁰ spoken in schools within Danbury so a strong program to support the students who are learning English is a priority. According to the Dominant Languages by School and English Learner (EL) Status, in 2014-15, of the 12,873 students evaluated, 18%⁷¹ of them (2277 students) were English Language Learners.

In order to build diverse and inclusive school community, Danbury Prospect will make every effort to welcome families whose home language is not English. A comprehensive plan to support the recruitment of ELL families will include, but not be limited to, the following:

- Making applications for admission to Danbury Prospect available in Spanish and Portuguese as well as English;
- Providing staff support for parents completing the application and throughout the application process;
- Making the application simple, requiring only the minimum necessary information from families;
- Recruiting applicants to the school through local religious organizations and churches;
- Recruiting applicants to the school through local community centers and non-profit organizations;
- Actively following up with families to ensure that all *Home Language Questionnaires* are completed and submitted;
- Providing notices and information from the school in a variety of languages so all parents, regardless of their home language, will be able to participate in the community life of Danbury Prospect Charter School; and
- Hosting parent panels with full translation services available

Danbury Prospect embraces its responsibility to serve ELL students. The curriculum and instruction program at Danbury Prospect have been specifically designed with enough flexibility to provide for the needs of all students, ELL, including ELL student with special educational needs and at risk students. The IB celebrates the diversity of all students, particularly that of ELLs. However, Danbury Prospect acknowledges that a transparent lottery system may generate a larger than anticipated ELL population. After Danbury Prospect has assessed the needs and progress of the ELL students, if necessary, Danbury Prospect Charter School will further modify its program to include the other programs or services, including the necessary staffing of state-certified teachers and concomitant budget modifications.

B. Present a comprehensive plan that addresses the proposed school's methods and strategies for identifying and serving ELL students, administering the mandated annual Language Assessment Scale 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 ELL students.

⁷⁰ Danbury Public Schools Retrieved July 2016 from <http://www.danbury.k12.ct.us/elemweb/danburyhistory/Danbury/People.html>

⁷¹ Connecticut Open Data, "Dominant Languages by School and English Learner. Retrieved July 2016 from <https://data.ct.gov/Education/Dominant-Languages-by-School-and-English-Learner-E/biy3-c45y/data>

1. Process for the Identification of ELL Students

Overseen by the Principal and the ELL Coordinator, Danbury Prospect Charter School will follow Connecticut's three stage process⁷² for identifying students with limited English proficiency (LEP). The first stage will be noting the results of the Home Language Survey to determine if the dominant language spoken at home is a language other than English. The school will therefore attempt to identify ELL students through the *Home Language Survey*. The *Home Language Survey*, designed to help identify students who may have limited English proficiency, will be sent to every student's household before the start of each school year.

Danbury Prospect staff will examine the general information recorded on the school admission and enrollment application pertaining to language and previous education programs such as bilingual and ELL. For all students for whom a Home Language Survey is not in the file, Danbury Prospect will administer this assessment and enter the results on the form. The preliminary data may indicate that the home language is English, yet it may be apparent that the student has great difficulty speaking English in the mainstream classrooms. If the home language is other than English or the student's native language is other than English, then appropriate school staff will conduct an informal interview in both English and, if possible, the student's native language.

Next, for students who appear to be English Language Learners, Danbury Prospect will administer the LAS Links (Language Assessment Scales) that allows for testing in English and/or the student's native language. The LAS Links is administered initially so it can provide a good baseline when compared with the LAS Links annual mandatory assessment. The final determination process may include an observation of the student in a non-structured environment if it appears that the student cannot tolerate a more formal language proficiency assessment.

Finally, Danbury Prospect staff will determine whether they are ELL students based on the combination of the following three indicators: 1. Home Language Survey 2. Proficiency Interview 3. The LAS Links assessment. A LAS Links overall combined score within the Level 4 or 5 range is considered proficient so students scoring below that will be considered ELL. All students who qualify as ELL will receive the support and any additional instruction needed to ensure that they are making academic progress and English language acquisition.

Danbury Prospect will administer annual tests for ELL students to determine English language proficiency and for academic progress. The standardized tests used will be the Smarter Balanced Assessments or the Connecticut Alternate Assessment (CTAA) for English language arts and math. Additionally, the Connecticut Mastery Test (CMT) Science and Connecticut Academic Performance Test (CAPT) Science or the CMT/CAPT Skills Checklist Science will be administered to meet federally mandated assessment requirements.

Facilitated by the Principal and the ELL Coordinator, Danbury Prospect Charter School teachers will receive training on identifying and educating ELL students and will be responsible for observing students throughout the class day with an eye toward detecting limited English proficiency. Any student suspected of having limited English proficiency will be tested to determine if and what level of services, if any, are necessary. In addition, before it is recommended that any student undergo an evaluation for learning disabilities, the possibility that the student has limited English proficiency will be considered.

2. Services for ELL Students

3.

In keeping with Danbury Prospect Charter School's commitment to building and supporting a diverse and inclusive learning community, the school will follow a model of structured English language immersion, supplemented by a pull-out instructional model as appropriate. ELL students will receive the same academic content as those students who are non-ELL students. All instruction will be in English, but the level of English used for instruction—both verbal and written—will be modified for any ELL student if necessary. Students will not be forced to stop using their primary language while learning English.

⁷² Connecticut State Department of Education, LEP/ELL IDENTIFICATION PROCESS, GUIDELINES
http://www.sde.ct.gov/sde/LIB/sde/pdf/curriculum/bilingual/LEP_ELL_ID_Guidelines.pdf

If necessary, Danbury Prospect will provide intensive English language instruction in pull-out sessions with a certified ELL teacher or will place another student who knows the child's language in the ELL student's classroom.

In addition, ELL students who have demonstrated a need for more intensive English language instruction may be placed in tutoring program. Additional after-school programming may also be made available. After school tutoring will allow the ELL teacher and the classroom teacher to target ELL students' individual learning needs.

Danbury Prospect Charter School will provide all necessary staff and specialized curricular materials to enable ELL students to achieve proficiency. Danbury Prospect will also directly provide or make referrals to appropriate support services which may be needed by ELL students in order to achieve and maintain a satisfactory level of academic performance. Such services may include individual counseling, group counseling, home visits, and/or parental counseling.

Emphasizing classroom inclusion, structured English language immersion, and differentiated instruction in all regular education classes, as well as offering intensive English language instruction with a certified ELL teacher, Danbury Prospect will have the capacity and flexibility to meet the needs of ELL students within the course of the normal school day, while supporting the school's mission to build a diverse, inclusive, and collaborative learning community.

Finally, services for all ELL learners will also be guided by the International Baccalaureate Program, which has a formalized language policy that include supports for ELL learners. This policy can be found in the Appendix D.

4. Exit Criteria

Danbury Prospect Charter School will follow Connecticut's exit criteria for students with limited English proficiency. Student achievement or progress in the English language will be measured annually with the Smarter Balanced Assessments or the Connecticut Alternate Assessment (CTAA), Connecticut Mastery Test (CMT) scores or the Connecticut Academic Performance Test (CAPT) standardized tests. However, the Linguistic Standard selected for Connecticut is measured by the LAS Links Assessment and ELL students must score an overall Level 4 or 5 and Reading Score 4 or higher and Writing Score 4 or higher to exit ELL status. Students will not be exited from the ELL program unless they can read, write and comprehend English well enough to participate meaningfully in the school's program.

In alignment with federal guidelines, Danbury Prospect will monitor the academic progress of ELL students who have exited the program for at least two years. Assessments listed in section 1.5 of this application will serve as a base for data on academic progress. Additional monitoring, in the form of classroom observations, will be conducted by the ELL coordinator as appropriate. If an exited ELL student is not progressing academically as expected and monitoring suggests a persistent language need, Danbury Prospect will follow the appropriate steps to retest the student with a valid, reliable, and grade-appropriate test to see if the student must be offered additional language assistance services.⁷³

C. Describe the manner in which the proposed school will ensure that it provides parents and guardians of ELL students report cards and progress reports in the same manner and with the same frequency as general education reporting.

Parents of ELL students will be kept abreast of their child's progress in English language acquisition. Based on the *Home Language Questionnaire*, Danbury Prospect Charter School will know which students come from homes in which languages other than English are primarily spoken. In such instances, any school

⁷³ TOOLS AND RESOURCES FOR MONITORING AND EXITING ENGLISH LEARNERS FROM EL PROGRAMS AND SERVICES
retrieved from <https://www.2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap8.pdf>

communication with the parents shall be in the language that parents best understand or otherwise authorize. Communication of grades, including progress reports and report cards will follow the same timeline for all students, regardless of ELL status.

As is offered at Prospect Schools Brooklyn campuses, translation services will be made available during the calendared Family/Student/Advisory interviews, thus ensuring that a strong relationship between the Advisory and Family will not be hindered by language barriers.

All families will be able to access live-time grades via a web-based grading database, Teacherease. Danbury Prospect will provide translation for how to set up online accounts, including push notifications for grades (should a family wish to have this service).

D. Present a detailed plan that addresses how the achievement needs of ELL students will be monitored and how that process will be used to evaluate the effectiveness of the program and ensure that the needs of ELL students are met.

Danbury Prospect Charter School will evaluate the effectiveness of its ELL program in a variety of ways. By using data from the LAS-Links and standardized tests taken by all students, the school will determine if it is successful in achieving the goal of the program in helping ELL students develop language proficiency sufficiently well and sufficiently promptly to ensure that ELL students can participate meaningfully in the school's program. If Danbury Prospect finds that its ELL program is not meeting this goal, the program will be modified accordingly. Modifications may include appropriate adjustments to the curriculum, additional ELL state-certified faculty, additional professional development of faculty and reallocation of financial resources.

The Principal, ELL Coordinator and Department Heads will regularly conduct a review of student work utilizing the Looking at Student Work protocol as adapted by the Relay Graduate School of Education. This will provide both teachers and administrators a summary of progress, identify misconceptions that ELL students may have and will drive re-teaching plans to help individual students gain mastery of the material.

Prospect School's Network Data Specialist will regularly analyze assessment data (from interims, unit tests, etc.) and provide the Principal and the ELL coordinator with a summary of student performance by subgroup. The Principal will be able to monitor the progress of ELL learners and can hold targeted follow up meetings with specific subject area teachers if adequate progress is not observed.

If an ELL student fails to show appropriate progress in academic areas measured by these assessments and teacher assessment of classroom work, modifications to the instructional program may be made for individual students. In addition, students may be required to attend after school tutoring.

In addition, Danbury Prospect Charter School will look at disaggregated data on city and state proficiency tests for ELL students as a group, in order to evaluate whether these students are making progress in the acquisition of the English language as well as in core subjects. Danbury Prospect will track that progress against that of non-ELL students. Danbury Prospect will also track how many students are declassified as ELL and the number of instructional years it takes for declassification to occur. Finally, students will be tracked longitudinally throughout their years at Danbury Prospect to determine if there is significant variation in the academic achievement of students who were once classified ELL and non-ELL students as measured by standardized assessments and non- standardized assessments.

E. Detail how the proposed school will meet the state bilingual education requirements and federal requirements of ELL 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.

The table below outlines the timeline and action items Danbury Prospect plans for meeting requirements to support ELL students:

| Timeline | Action Step: What you have to do | Task Breakdown : How to do the task |
|-----------------------------------|--|---|
| End of the Previous Academic Year | <p>Confirm LAS Links test materials have been ordered</p> <p>Ensure provision of certified ELL staff</p> | <ul style="list-style-type: none"> Meet with Head of Ops and confirm testing materials have been ordered. HR will coordinate with Principal to identify and hire appropriately certified ELL personnel. Principal, in collaboration with the Director of Finance, will review annual budget to ensure that adequate numbers of ELL staff are maintained to meet the enrollment needs for students at Danbury Prospect. |
| Before students arrive | Compile list of students flagged as potential ELL | <ul style="list-style-type: none"> Ops team will identify students with HLS indicating anything other than English, update IC and set a copy aside for SSLs. Review the HLS provided by Ops team and confirm with TeacherEase information. |
| | Read LAS Links administration and scoring guidelines | <ul style="list-style-type: none"> Read and internalize LAS Links administration and scoring guidelines. Create a timeline for administering and scoring and possible support from your school team. |
| | Create schedule for testing students | <ul style="list-style-type: none"> Meet with Senior Leadership Team to review list of scholars to be tested and confirm testing schedule for ELL students |
| By October 1 st | Administer LAS Links Placement Assessment | <ul style="list-style-type: none"> Administer the LAS Links placement assessment to all NEW students who have indicated a language other than English on their Home Language Survey |
| | Score LAS Links Placement Assessment | <ul style="list-style-type: none"> Score all LAS Links assessments. Update the excel tracker of students and determine ELL placements (LEP or Not LEP). |
| | Notify parents of ELL Status | <ul style="list-style-type: none"> Draft letters to parents notifying them of student ELL classification along with a parent friendly FAQ. Parents are able to accept or reject an ESL/bilingual program. |
| | Update ELL Information in TeacherEase | <ul style="list-style-type: none"> Once parents have returned paperwork for ELL status, update student ELL status in TE for program status, identification date, parent notification date and parents accept or decline program. |
| Winter | Administer the LAS Links C | <ul style="list-style-type: none"> Administer the LAS Links to ALL identified ELL students (these tests are submitted to a testing company for scoring) |
| Spring | Receive scores from CT and update ELLs status | <ul style="list-style-type: none"> Update TeacherEase with exit dates for any students who pass the LAS Links |
| Throughout year | Provide services | <ul style="list-style-type: none"> Provide necessary accommodations/modifications for students to successfully access core content |

Professional Development for Staff and Classroom Adaptations:

Danbury Prospect Charter School teachers will receive professional development training in techniques for detecting whether a student has English language limitations and training regarding communicating with and educating students designated as ELL students. This professional development will come multiple ways:

1. Summer Professional Development: Professional development on best practices for differentiating classrooms in support of ELL students will be provided by the Prospect School's ELL Coordinator. Data will be collected by the Principal and Department Heads during classroom observations throughout the year to ensure that appropriate levels of differentiation are built into lesson plans.
2. Off-Campus Professional Development: The Principal will provide release time for faculty to attend professional development sessions related ELL learners as offered by SERC, the International Baccalaureate and other service providers. Teachers will turn-key this knowledge to the full faculty during calendared monthly in-house professional development times.
3. On-going Student Needs Meetings (min 2x/month): Danbury Prospect faculty will meet minimally twice/month for a "Student Needs" meeting. In these meetings data will be presented regarding the performance of ELL students. Teachers will also share anecdotal evidence based on classroom observations for both academic and social-emotional progress for ELL students. Guided by the ELL teacher, general education teachers will share best practices that they employ in their classroom for supporting their ELL learners. Should the Principal and the faculty determine that the ELL program needs additional support and attention, this dedicated time has sufficient flexibility that it may be used to provide the faculty with the necessary training to support ELL students. As required, these meetings may focus on successful techniques for in serving ELL students. Teachers will bring these techniques back to their individual classrooms to ensure that appropriate adaptations are provided for students. This may include, but is not limited to: multilingual signage, pictorial supports, provision of mother-tongue dictionaries, preferred seating, study aids (flashcards, etc), extended time, etc.
4. Weekly Specialist Department Meeting: As appropriate, weekly specialist department members will utilize meeting time to review progress of ELL learners, including identification and evaluation of ELL students. ELL students will be evaluated in various ways, including but not limited to:
 - testing using the LAB-R, standardized tests taken by all students, and the LAS;
 - teacher evaluation of each student's performance in academic content areas to measure the student's progress in core subjects via the Looking at Student Work protocol and analysis of performance on quizzes, tests, etc; and
 - Classroom observational data by the Principal, Department Heads and ELL teacher to determine English comprehension and speaking.

3.4 Admissions Policy and Criteria

- A. Describe the student admissions policy and criteria. 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).***

Admissions Criteria

As stated in C.G.S. 10-66bb, any child who is qualified under the laws of Connecticut State for admission to a Danbury public school is qualified for admission to Danbury Prospect Charter School. The school shall enroll

each eligible student who submits a timely application by the first day of April each year, unless the number of applications exceeds the capacity of the grade level or building. In such cases, students shall be accepted from among applicants by a random selection process, allowing that enrollment preference will be given to pupils returning to the charter school in the second or any subsequent year of operation, and pupils residing in Danbury, and siblings of pupils already enrolled in the charter school.

In accordance with Danbury Prospect Charter School's commitment to diversity and as delineated by federal, state and local law, Danbury Prospect Charter School is nonsectarian and does not discriminate in admissions, educational programs, or employment against any individual on account of that individual's sex, race, color, religion, age, sexual orientation, handicap or national or ethnic origin. Additionally, admission to Danbury Prospect Charter School shall not be limited on the basis of a student's intellectual ability, measures of achievement or aptitude, athletic ability, or disability.

Application and Enrollment Procedures and Schedule:

In the interest of reaching families of diverse backgrounds and minimizing the barriers to entry, the application procedure for Danbury Prospect Charter School will be made as simple and accessible as possible. The application itself will require only information that is absolutely necessary, and it will be available in Spanish and Portuguese, as well as English. Danbury Prospect staff will be available and will actively seek to assist all students or families in the application process. Additionally, the charter school staff will work with admitted and matriculated families to prepare them for and help them meet the social and academic expectations of the school community and offer counseling and support to those students and families that struggle to meet expectations.

Summary Schedule for admissions and enrollment will generally follow that of all Prospect Schools:

| DATE | ACTION |
|----------------------------|---|
| January 1 - April 1 | Online and paper enrollment forms will be provided as necessary. Direct support for the completion of the application will be made available by Danbury Prospect staff to families requiring assistance. Information Nights , advertised and open to the public, will be hosted until April |
| April 1 | Lottery applications due by 5pm |
| April 6 | Public admissions lottery hosted for available seats |
| April 15 | Offers made to students -1st round lottery results emailed and/or sent by text |
| April 28 | Decisions due from families (1st round)-all grades |
| May 5 | Registration deadline due for all grades |

Mid-Year Enrollments and Back-Filling Seats:

If a student does not receive an offer at Danbury Prospect Charter School during the lottery, then the student will automatically join the Danbury Prospect waitlist in the order in which he/she was placed by the lottery.

Danbury Prospect will back-fill all available seats. Students will be offered available seats in the order of the waitlist. Generally Danbury Prospect avoids filling seats after November of a school year due to the challenges such transitions create for both new and enrolled students and families once a significant portion of the school

year has passed. Therefore, if a seat becomes available after November, back- filling of such seats is generally delayed until the next academic year.

B. Discuss the student recruitment process and timetable to ensure effective public information to attract a diverse student body. In particular, 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-price lunches pursuant to federal law and regulations; students with a history of behavioral and social difficulties; students identified as requiring special education; and students who are English language learners.

In accordance with the Connecticut State Department of Education guidelines and in order to ensure an open and fair enrollment process and a diverse student body, Danbury Prospect will adhere to the Student Recruitment, Application and Admissions Processes and Reporting Requirements published by CSDE. The charter school will therefore submit, by the stipulated deadlines, a copy of the Admissions Application, the Student Recruitment and School Marketing Efforts (in the first year), and the Application and Admission Summary.

Figure 32. Student Recruitment Process and Timetable

| TIMELINE | ACTION |
|-----------------------|--|
| January | Applications for admission to Danbury Prospect Charter School will be made available via the school web site, mailings to current parents and community members, and through various community outreach efforts. Translations will be provided as necessary in order to attract and support ELL students. In addition, the following year letters of intent to renew enrollment will be distributed to current students |
| January through March | Outreach efforts will continue with active recruitment of applicants from diverse neighborhoods, public elementary schools, and community groups. Parent ambassador teams support outreach efforts and help ensure families hear from school parents directly about their children's experiences. Charter school staff will be available to offer assistance to any families requiring it, and will make concerted efforts to follow up with interested families. Information will be available in multiple languages including Spanish and Portuguese to support ELL applicants. Applications will be monitored by the Prospect School's network Admissions Department, the Danbury Prospect Principal, and Community Relations Manager with an eye for applications representing all area elementary schools. If gaps in area representation are identified the Admissions Department and Principal will reach out to individual elementary schools. Public information sessions will be advertised and conducted by the Principal to explain the academic program, as well as overviews of how the Danbury Prospect program supports all students, including those with a history of behavioral and social difficulties. Information regarding the Student Support Services (SSS) program will be available and families with specific questions regarding IEPs will be connected with the network special education coordinator. |
| April 1 | Final deadline for submission of applications from new applicants and signed letters of intent to re-enroll due from current students. |

| | |
|----------------------------|--|
| First week of April | <p>Applications will be collated and, if necessary, a random lottery for each grade level will be scheduled for the first available date. The lottery will be open to the public and attended and/or audited by a representative of the Connecticut State Department of Education. After the first year, it will be conducted to ensure preference for siblings of currently enrolled students, and residents of Danbury, in that order. After all seats have been filled, a waiting list will be created for each grade level, placing students in preferential order. The lottery will be executed according to the requirements and standards outlined in state law. Danbury Prospect intends to comply with the common lottery date of April 3rd but reserves the right to pick an alternative lottery date during the first two weeks of April. Starting from April, services will be provided for families who may have additional questions regarding educational needs related to improving academic performance, free/reduced lunch, students with behavioral difficulties, special education and ELL. Information on school policies supporting students in all of these areas (FAQs) will be available on-line and in hard copy at the Danbury Prospect office. The principal and other relevant staff (special education coordinator, ELL coordinator, etc.) will be available for consultation by email, phone or in person for families requiring additional information.</p> |
| Mid-April | Accepted students will be notified, and necessary enrollment materials will be mailed to accepted students and their families. Students who have been placed on the waiting list or who have not been accepted will also be notified. |
| Mid-May | Letters of intent to matriculate will be due from accepted students. A concerted effort will be made by the School to contact and consult, in the appropriate language, with any family who has not submitted a letter of intent by the deadline before offering those seats to the waiting lists. |
| Mid-June through September | If/as seats become available, Danbury Prospect will contact students admitted off the waiting lists. A concerted effort will be made by the School to contact and consult with any family admitted off the waiting list. Follow up contact will be made with families who have enrolled in DPCS during the spring and early summer to provide additional supports to ensure retention of enrolled families into the fall. Such supports may include, but are not limited to, welcome meetings with the principal, new family picnic, summer homework support/tutorial sessions for students, etc. Formal Welcome Interviews with advisors will occur in late August. |

Enrollment Preference:

Enrollment is open to all students residing in Danbury and entering grades 6 according to the Danbury Prospect growth model. After the first year, the school will give priority to students enrolled and admitted in the prior year, and siblings of students already enrolled.

Lottery Process:

If the number of applicants for a classroom exceeds the number of positions available, the school will hold a random selection lottery during or prior to the second week following the close of open enrollment. Specifically, the lottery shall include all completed applications from Danbury residents and each shall be given a number. The lottery will be conducted using a secure software program that draws the numbers at random until all the seats are filled, then continues to draw to create a waitlist if needed. The random selection drawing shall be open to the public, videotaped, and the school will notify all applicants of the time and place. Names will be drawn until all available classroom positions have been filled. Any remaining names will be drawn to establish waiting list priority to be used to fill openings during the school year for which the student applied. After all eligible names have been drawn, the school will add the names of applicants who filed applications after the close of open enrollment. All post- deadline applicants will be added in the order in which they are received.

Once students are admitted they will remain eligible to be admitted at the school for successive years without having to re-enter the selection process. They must, however, enroll for the subsequent year.

Lottery Procedures:

Step One: **Current students** who complete a re-enrollment form are automatically re-enrolled to the next grade.

Step Two: **Siblings** of currently enrolled students are automatically enrolled if seats are available. If a grade has more sibling applicants than openings, sibling applicants are randomly drawn.

Step Three: **New applicants** are drawn completely for each grade in the order determined in Step Two, until all applicants are placed in a grade or the waiting list. As applicants are drawn and enrolled, siblings are also enrolled.

Step Four: After all seats are filled, the drawing continues to determine the order of the waiting list.

Outreach Programs to Attract Students and Families:

In accordance with the mission statement and the Connecticut State Education Law, Danbury Prospect Charter School is pursuing a rigorous plan of community outreach. These efforts include, but are not limited to:

- An interactive website inviting community input, questions, and feedback;
- Focus groups conducted with the parents or guardians of 5th and 6th grade students in Danbury;
- Outreach to city elementary schools, providing Q&A opportunities for school principals and guidance counselors;
- Outreach through neighborhood religious groups, including but not limited to the Catholic Church;
- Collaboration with the community board, particularly with members of the education committee;
- Collaboration with community leaders, such as the mayor's office, city council, and members of various grassroots community organizations;
- Collaboration with a variety of educational non-profit organizations and businesses serving the community in and around Danbury;
- Involvement with the Downtown Danbury Partnership;
- Active recruitment at various pre-schools and community based organizations in Danbury, at local community centers, residential communities, and after school programs, and through local religious organizations;
- Open house and community forum events at which parents and community members can visit, learn about, or ask questions about the charter school; and
- Direct communication with the community through postings and mailings.

On-going efforts to retain families during the school year:

Danbury Prospect Charter School is a school of choice and it is critical that all students and their parents examine the school closely before deciding to enroll. The process involved in applying to the school's lottery for admission will provide parents and guardians with the information they need to make a good choice. However, there may be circumstances in which a parent or guardian wishes to transfer his/her child to a different school. In these instances, Danbury Prospect personnel will offer to meet with the family and discuss the reasons for the desired withdrawal from the charter school, and seek solutions to any problems within the Danbury Prospect Charter School community. This initial meeting will serve both to help staff remedy any problem and to receive direct feedback from families who are opting for alternatives other than Danbury Prospect. Such feedback could form the basis for an alteration in school practices. If the parent or guardian still wishes to transfer their child to another school, staff at Danbury Prospect will make every reasonable effort to help the student find a school that better serves the family's desires. The charter school will ensure the timely transfer of any necessary school records to the student's new school. The School will admit each eligible student who submits a timely application, unless the number of applications exceeds the capacity of the student's requested grade level or the school building.

C. 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.

Curricular programs to reduce racial, ethnic and/or economic isolation

As mentioned in the Educational Philosophy section of this application, the Danbury Prospect Advisory consists of individual adult members of the Danbury Prospect Community paired with small groups of students. The purpose of the Advisory program is to help each student reach his or her potential. There are two main objectives that support this mission. The first objective is to provide opportunities to develop socially and emotionally as part of a supportive small group. The second objective is to provide opportunities to develop and strengthen cognitive skills and advance the pursuit of knowledge. To achieve these objectives, Advisory combines activities, discussions, and reflections to help students develop open minds, persistence in learning, caring attitudes towards the world and people around them, and the ability to reflect and think critically about themselves and their world. Thus, the advisory curriculum is geared to develop students' interpersonal and intrapersonal skills, organizational skills, provide students the opportunity for career exploration, and help students succeed as individual members of the global community.

All students are provided with an individualized academic schedule. Before the start of the year, the Principal will review the class rosters to ensure that appropriate diversity is maintained in each class.

Extracurricular programs to reduce racial, ethnic and/or economic isolation

A robust after-school program, modeled after existing Brooklyn Prospect Schools' After School Programs, will provide students with extracurricular opportunities for students of all backgrounds to connect outside the classroom and explore individual passions. Partnerships have already been set up with the Danbury Grassroots Academy, Families Network of Western Connecticut, and the Regional YMCA of Western Connecticut to offer programming at Danbury Prospect and more will be developed during the planning year. The founders of Danbury Prospect began considering extracurricular activities early in the planning to meet all student and family needs for engaging after school options. The three partners mentioned above enable Danbury Prospect to provide a robust program to support students in their various interests whether that is playing tennis with Danbury Grassroots Academy or learning leadership and government skills with the Regional YMCA of Western Connecticut.

To ensure multiple relationship building opportunities for students and teachers, and that no student feels isolated due to inability to attend, where costs may be associated with activities such as field trips or after-school programs, fees will be waived (or sliding-scale payment options will be available) to students who qualify for free or reduced lunch.

Teacher recruitment plans to reduce racial, ethnic and/or economic isolation

The Prospect School's HR Department will support Danbury Prospect in recruiting a diverse staff that will reflect the diversity of the student population. Such diversity is a critical element in reducing the racial, ethnic and/or economic isolation of all members of the school community. Also, Brooklyn Prospect School's graduates have successfully served as tutors, mentors, teaching assistants and after-school instructors across the network of schools and have provided a great support to many of the younger students. Where appropriate, student teachers and interns from area organizations (Danbury High School, WCSU, etc) will be recruited to support Danbury Prospect programs.

3.5 Student Discipline Policies

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

Prospect Schools has a long history of providing a safe and strong learning environment by encouraging positive behaviors. In annual surveys conducted by Prospect Schools and the NYC Department of education, BPCS consistently receives high ratings in this area. In the 2016 Family Survey, 92% of

respondents stated they were satisfied with safety and respect at the Brooklyn Prospect Charter School.

Philosophically, Danbury Prospect will cultivate a safe and supportive environment that holds the following values:

1. **Differences are valued and celebrated.** We celebrate it at school wide circles and through other events and do not tolerate actions or words that disrespect any of these differences.
2. **Members take pride in the physical environment, social community, and academic achievement.** We recognize student success, make students accountable for the upkeep of their physical space, and foster teamwork through sports, advisories, and team building activities.
3. **Students are held accountable and have a voice in their thinking, learning, and development of character, creativity, and passion.** We encourage student voice and leadership and see discipline not as punishment but as education.
4. **We value the holistic development of students.** We educate the students in and out of the classroom, so they not only gain academic skills and knowledge, but develop into principled students and people.
5. **Students and staff feel comfortable in a structured environment.** We want all members of the community to look forward to coming to Brooklyn Prospect each morning, be known for their uniqueness, and feel supported to do their best. We promote positive interactions between students and staff and provide opportunities for all to get to know each other better.

Danbury Prospect will adapt the Prospect Schools Student and Family Handbooks which have been used and refined by Prospect Schools over the past eight years. These handbooks offer an overview of the policies and provide clear guidance for students, families and staff on the operation of the schools, including statements of student rights and responsibilities. Handbooks are differentiated towards the appropriate audience (student, family, etc.) as well as grade level (MS v. HS, etc). Handbooks include:

1. Middle Student and Family Handbook
2. High Student and Family Handbook
3. Prospect Schools Policy Handbook
4. School Wellness Policy

The full handbooks can be found in Appendix F and will be adapted for Danbury Prospect.

School staff will ensure that parents and students are well informed of these policies both before enrollment and at the time that students sign up for entry into Danbury Prospect. As such, students will not be surprised about what type of behavior is expected from them, and parents will be reassured about the type of classroom environment that will be maintained in the Danbury Prospect Charter School.

At the core of supporting a safe and strong learning environment is the Youth Development and School Culture (YDSC) team. This team is comprised of a YDSC Head, social worker/school counselor, guidance counselor, dean and school aides. This team works closely with the Principal, the Student Support Services coordinator and all faculty to ensure that students are supported in their academic and social emotional growth.

Danbury Prospect faculty and staff will be coached on recognizing situations in which students' behavior is in proper accordance with the policy and when the code has been violated, and versed in the various procedures and policies surrounding varying degrees of infractions of the policy. All staff will be provided with professional development on school policies, in particular implementing the discipline policy as well as implementing overall consistent and effective behavior management and discipline strategies in the classroom and in the greater school community. Led by the Principal and the YDSC Head, staff will be provided with training during summer professional development. Follow-up training throughout the year will be provided if deemed necessary.

I. Student Disciplinary Code

At Danbury Prospect Charter School, expected behaviors are used to give students guidance as they strive to exhibit appropriate behavior. School personnel use these expected behaviors to guide students in what is considered to be safe and responsible behavior. The school has the responsibility to hold all students

accountable for exhibiting the expected behaviors and adhering to the code of conduct. Underpinning the discipline system are these *values that guide the policies*:

1. Building respectful relationships is foundational to our mission, vision and positive school learning environment.
2. Consistent proactive discipline supports a positive learning environment. Faculty, administrators, staff, students and parents have a responsibility to help prevent problems before they arise.
3. Students perform best in a warm, orderly, and consistent classroom.
4. Positive and negative consequences teach students to self-correct inappropriate behaviors and assume responsibility for their actions.
5. Bribery and predetermined rewards undermine the development of an internal sense of responsibility.
6. All students can demonstrate appropriate behavior; therefore, the code of conduct is applied universally.
7. No matter where students go on or around campus, the behavioral expectations are the same.

These guidelines set forth the Danbury Prospect Charter School's policy regarding how students are expected to behave when participating in school activities, on and off school grounds, and how the school will respond when students fail to behave in accordance with these rules.

In all disciplinary matters, students will be given notice and will have the opportunity to present their version of the facts and circumstances leading to the imposition of disciplinary sanctions to the staff member imposing such sanctions. Depending on the severity of the infraction, disciplinary responses include community service, mediation meetings, suspension (short- or long-term), detention, exclusion from extracurricular activities, and expulsion.

When appropriate, school officials also will contact law enforcement agencies.

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

The discipline system at Danbury Prospect is designed to be educational in nature and values relationships and restoration. Rules and consequences exist to protect a rigorous learning environment where students are able to maximize class time, take risks and demonstrate mutual respect, engagement, and professionalism. As such, students, families and faculty will be aware that the following disciplinary actions may be implemented when student's actions or inactions violate the School's Discipline Policy or interfere with the delivery of educational services, jeopardize the health, safety, and well-being of any member of the school community, or threaten the integrity and stability of the school itself.

Range of consequences for actions that interfere with the delivery of educational services, jeopardize the health, safety, and well-being of any member of the school community, or threaten the integrity and stability of the school itself include:

1. Parent notification
2. Dean's office referral
3. Meeting with Principal
4. Honor Probation (for repeated academic honesty violations)
5. Service in Action (community service)
6. In-school disciplinary action (e.g., detention, exclusion from extracurricular activities, or Service in Action)
7. In-School Suspension or Out-of-School Suspension

Specific details for some of the above listed consequences include:

Short Term Suspension

A student who is determined to have committed any of the infractions listed below may be subject to a short term suspension, unless the principal determines that an exception should be made based on the circumstances of the incident and the student's disciplinary record. Such a student also may be subject to any of the additional

disciplinary measures set forth in this policy, and referrals to law enforcement authorities may be made, as appropriate.

Disciplinary Infractions

- Attempt to assault any student or staff member.
- Vandalize school property causing minor damage.
- Endanger the physical safety of another by the use of force or threats of force that reasonably places the victim in fear of imminent bodily injury.
- Engage in conduct that disrupts school or classroom activity or endangers or threatens to endanger the health, safety, welfare, or morals of others.
- Engage in insubordination.
- Fail to complete assignments, carry out directions, or comply with disciplinary sanctions.
- Steal, attempt to steal, or possess property known by the student to be stolen.
- Commit extortion.
- Engage in gambling.
- Drive recklessly on school property.
- Trespass on school property.
- Abuse school property or equipment.
- Use obscene or abusive language or gestures.
- Engage in acts of sexual harassment, including but not limited to sexually related physical contact or offensive sexual comments.
- Possess tobacco or alcohol.
- Wear inappropriate, insufficient, or disruptive clothing or attire, and/or violate the student dress policy.
- Refuse to identify himself or herself to school personnel.
- Repeatedly commit minor behavioral infractions that, in the aggregate, may be considered an infraction subject to formal disciplinary action.
- Fail to adhere to a previously created behavior plan
- Commit any other act which school officials reasonably conclude warrants a short-term suspension, including any of the level 1 or level 2 infractions as listed in the Prospect Schools Policy Guide, or an aggregate of level 3 infractions

Procedures and Due Process for Short Term Suspensions

The school principal may impose a short-term suspension and shall follow due process procedures consistent with *Goss v. Lopez*, 419 U.S. 565 (1975). Before imposing a short-term suspension or other, less serious discipline, the school principal or his/her designee (including the head of school culture or a dean) shall inform the student of the charges against him or her and, if the student denies the charges, an explanation of the evidence against the student. A chance to present the student's version of events shall also be provided.

In the event of the imposition of a short-term suspension, the student will be notified if it is to be served in school or out of school. The principal also shall immediately notify the parent(s) or guardian(s) in writing that the student has been suspended from school. Written notice shall be provided by personal delivery, express mail delivery, e-mail, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of suspension at the last known address. Where possible, notification also shall be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident or incidents that resulted in the suspension and shall offer the opportunity for an immediate informal conference with whomever has imposed the suspension. The notification and informal conference shall be in the dominant language used by the parent(s) or guardian(s).

Long Term Suspension

In addition to the Level Offenses that may result in a short-term suspension as detailed above, a student who is determined to have committed any of the infractions listed below shall be subject minimally to a long term suspension, unless the principal determines that an exception should be made based on the circumstances of the incident and the student's disciplinary record. Such student also may be subject to any of the additional

disciplinary measures set forth in this policy, and referrals to law enforcement authorities may be made, as appropriate.

Disciplinary Infractions

- Possess, use, attempt to use, or transfer any firearm, knife, razor blade, explosive, mace, tear gas, or other dangerous object of no reasonable use to the student at school.
- Commit or attempt to commit arson on school property.
- Possess, sell, distribute or use any alcoholic beverage, controlled substance, imitation controlled substance, or marijuana on school property or at school-sponsored events.
- Assault any other student or staff member.
- Intentionally cause physical injury to another person, except when the student's actions are reasonably necessary to protect him/her from injury.
- Vandalize school property causing major damage.
- Commit any act that school officials reasonably conclude warrants a long-term suspension.
- Make false bomb threat or pull a false emergency alarm.

In addition, a student who commits any of the acts which would ordinarily result in a short-term suspension, may instead be subject to a long-term suspension at the discretion of the principal.

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.

Procedures and Due Process for Long Term Suspensions or Expulsions

A long-term suspension refers to the removal of a student from Danbury Prospect for disciplinary reasons for a period of more than five (5) days. Expulsion refers to the permanent removal of a student from School for disciplinary reasons. This is the final level of correction.

Upon determining that a student's action warrants a possible long-term suspension or expulsion, the following procedure, in compliance with applicable case law, will be followed:

- The student shall immediately be removed from the class or the school, as needed.
- The student shall be informed of the charges and the evidence for those charges; where applicable, the student will have the opportunity to explain his or her side of the events.
- The Principal shall immediately notify a parent or guardian of the student, in person or on the phone.
- The Principal shall provide written notice to the student and his or her parent(s) or guardian(s) that the school is going to commence a disciplinary hearing. Notice to the student and his/her parents/guardians shall provide a description of the incident or incidents which resulted in the suspension and shall indicate that a formal hearing will be held on the matter which may result in a long-term suspension (or expulsion). The notification provided shall be in the dominant language used by the parent(s) or guardian(s) if it is known to be other than English. The notice will state that at the formal hearing, the student shall have the right to be represented by counsel, present and question witnesses, and present evidence.
- The School will set a date for the Hearing. The student and his or her parent(s)/guardian(s) will be notified in writing of the:
 - a) Charges and a description of the circumstances that gave rise to the hearing
 - b) Date, time and place of a hearing
 - c) Notice of the right at the hearing to:
 - Be represented by legal counsel (at the student's/parent's/guardian's own expense)
 - Present evidence and question witnesses
 - Notice that an electronic or written record of the proceedings will be created and made available to all parties.

The School will attempt to reach the family by phone call to discuss the hearing.

- In advance of the hearing, statements and a witness list will be provided to the Student's family/counsel.
- In advance of the hearing, any documents on which the school intends to rely and a witness list will be provided to the Student's family/counsel. If necessary, records will be redacted in accordance with FERPA.

The Governing Council Discipline Committee or their designee, shall serve as Hearing Officer and preside over the hearing. The Hearing Officer shall, within four school days of the hearing, issue a written decision to the student, the parent/guardian, and the school's Governing Council. If the student and parent(s) or guardian(s) fail to appear at the scheduled hearing, despite appropriate notice the hearing shall take place regardless, and the Hearing Officer shall make a decision based on information at hand.

Appeals and/or Complaints

The student's family may request for an appeal. Such appeal must be received by the School's Governing Council Chair within two weeks of the Hearing Officer's written decision. Upon receipt of such a request, a committee comprised of no less than three trustees who were not involved in the initial hearing will hear the appeal within 30 business days. Each party will have twenty minutes in which to make a statement. The scope of the appeal will be limited to positions and the record established during the first disciplinary hearing. In rendering its decision, the committee may consult the transcript of the disciplinary hearing and any evidence submitted in connection with it. The committee will provide a written ruling within five school days. For matters alleging a violation of law or of the School's charter agreement, submissions of complaints may be made to the school's authorizer and/or the State Department of Education.

Additional Suspension Periods/Expulsion

In the event of the imposition of a long-term suspension, the principal may also recommend the imposition of an additional suspension period or expulsion of the suspended student, based on the circumstances of the incident and the student's disciplinary record.

If the student and parent(s) or guardian(s) fail to appear at the scheduled hearing, the hearing shall take place regardless, and the discipline committee shall make a decision based on information at hand.

Provision of Alternative Educational Services During Suspension Period

In accordance with applicable law, the Danbury Prospect will ensure that alternative educational services are provided to a student who has been suspended to help that student progress in the school's general curriculum.

Alternative instruction shall be sufficient to enable the student to make adequate academic progress, and shall provide them the opportunity to complete the assignments, learn the curriculum and participate in assessments. Instruction will take place in one of the following locations: the student's home, a contracted facility (e.g., in the school district of location), or a suspension room at the school. Instruction will be provided by one or more of the following individuals in consultation with the student's teacher(s): teacher aides or trained volunteers, individuals within a contracted facility, a tutor hired for this purpose.

Students receiving counseling or other related services will be permitted to attend these services during periods of suspension. Special schedules may be developed by the Principal or YDCS head to ensure continued provision of services.

In the event that a student is recommended for expulsion, Danbury Prospect will work with families to identify appropriate academic placements, including, but not limited to, school visits, provision of letters of support, identification of external service providers (therapists, etc.) to support the family, etc.

Suspension Policy for Students in Special Education

Students with disabilities have the same rights and responsibilities as other students, and may be disciplined for the same behavioral offenses. Discipline of a student identified as having a disability, however, will be in

accordance with the following:

Students for whom the Individualized Educational Plan (“IEP”) includes specific disciplinary guidelines will be disciplined in accordance with those guidelines. If the disciplinary guidelines appear not to be effective or if there is concern for the health and safety of the student or others if those guidelines are followed with respect to a specific infraction, the matter will be immediately referred to the Regional Education Service Center (“RESC”) of the student's district of residence for consideration of a change in the guidelines. Students with an accommodation plan under Section 504 of the Rehabilitation Act of 1973 will be disciplined in accordance with that plan (29 U.S.C. §§ 794 and 705(20)).

Students for whom the IEP does not include specific disciplinary guidelines may be disciplined in accordance with standard school policy relating to each infraction. The Planning and Placement Team (PPT) of the student's district of residence shall be notified immediately of any suspension from classes, and the school shall work with the PPT to arrange appropriate alternate instruction.

If there is any reason to believe that the infraction is a result of the student's disability, the student will immediately be referred to the PPT of the student's district of residence. If a connection is found, no penalty may be imposed, and the school will work with the PPT to consider a possible program modification.

If a student identified as having a disability is suspended during the course of the school year for a total of eight days, such a student will immediately be referred to the PPT of the student’s district of residence for reconsideration of the student’s educational placement. Such a student shall not be suspended for a total of more than ten days during the school year without the specific involvement of the PPT of the student’s district of residence prior to the eleventh day of suspension, because such suspensions are considered to be a change in placement.

In considering the placement of students referred because of disciplinary problems, the PPT of the student’s district of residence is expected to follow its ordinary policies with respect to parental notification and involvement.

The school shall work with the district to ensure that the PPT of the student’s district of residence meets within seven school days of notification of any of the following, for the purpose of considering a change in placement for the student involved:

1. The commission of an infraction by a student with a disability who has previously been suspended for the maximum allowable number of days.
2. The commission of any act resulting from the student's disability.
3. The commission of any infraction by a disabled student, regardless of whether the student has previously been suspended during the school year if, had such infraction been committed by a non-disabled student, the principal would seek to impose a suspension in excess of five days.

Disciplinary Procedures for Students Not Yet Formally Identified as Disabled

A student not specifically identified as having a disability but whose school district of residence or charter school has a basis of knowledge (in accordance with 34 CFR §300.527(b)) that a disability exists prior to the behavior which is the subject of the disciplinary action shall be disciplined in accordance with these provisions.

Provision of Services During Removal

For those students removed for a period less than ten days, Danbury Prospect shall ensure that each affected student receives all classroom assignments and a schedule to complete such assignments during the time of his or her suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed as a result of such suspension. Danbury Prospect also shall provide additional alternative instruction with the reasonable promptness and by appropriate means to assist the student, so that the student is given full opportunity to complete assignments and master the curriculum, including additional instructions, phone assistance, computer instruction and/or home visits and one-on-one tutoring.

During any removal for drug or weapon offenses, services will be provided to the extent necessary to enable the student to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. These service determinations will be made by the PPT of the student's district of residence. The school will place students in interim alternative educational settings as appropriate and mandated by 34 CFR §300.520(a)(2).

During any subsequent removal that does constitute a change in placement but where the behavior has been found by the PPT to not be a manifestation of the disability, the services must be provided to the extent necessary to enable the student to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. The PPT of the student's district of residence will make the service determination.

Planning and Placement Team Meetings

Meetings of the PPT of the student's district of residence to either develop a behavioral intervention plan or, if the student has one, to review such plan, are required when: (1) the student is first removed from his or her current placement for more than ten school days in a school year; and (2) when commencing a removal which constitutes a change in placement.

Subsequently, if other removals occur which do not constitute a change in placement, the school will work with the PPT of the student's district of residence to review the student's assessment plan and its implementation to determine if modifications are necessary. If one or more members of the PPT of the student's district of residence believe that modifications are needed, then the PPT is expected to meet to modify the plan and/or its implementation.

Due Process

If discipline which would constitute a change in placement is contemplated for any student, the following steps shall be taken: (1) not later than the date on which the decision to take such action is made, the parents of the student with a disability shall be notified of that decision and provided the procedural safeguards notice described in 34 CFR §300.504; and (2) immediately if possible, but in no case later than ten school days after the date on which such decision is made, the PPT of the student's district of residence and other qualified personnel shall meet and review the connection between the student's disability and the behavior subject to the disciplinary action.

If, upon review by the PPT, it is determined that the student's behavior was not a manifestation of his or her disability then the student may be disciplined in the same manner as a student without a disability, except as provided in 34 CFR §300.121(d), which relates to the provision of services to students with disabilities during periods of removal.

Parents may request a hearing to challenge the manifestation determination. Except as provided below, the student will remain in his or her current educational placement pending the determination of the hearing.

If a parent requests a hearing or an appeal regarding a disciplinary action relating to weapons or drugs to challenge the interim alternative educational setting or the manifestation determination, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in the disciplinary action, whichever occurs first, unless the parent and charter school agree otherwise.

Section 3.6 Human Resources 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.

(Note: Job descriptions are included in Appendix G)

Danbury Prospect Charter School identified a high-performing educator from within the Prospect School's community to carry out the school's ambitious mission. Kim Raccio, the School Principal of Danbury Prospect, was born and raised in Connecticut and she will have the opportunity to embed the seeds for innovation and success in the school's culture and create an educational legacy for future students and teachers.

Criteria, competencies and professional standards for Administrators

Highly skilled educators are essential to creating a 21st Century learning community. In keeping with the school's core values, Danbury Prospect will endeavor to hire true professionals who model lifelong learning and collaboration. Danbury Prospect believes that its School Principal is a "principal teacher;" that is, a model teacher, committed to continuous improvement, who can translate successful classroom teaching into academic leadership.

To this end, Danbury Prospect Charter School will empower its academic leaders to achieve their highest performance through ongoing professional development, and collaborative decision making. For this reason, demonstrated excellence in teaching, school leadership, and a commitment to continual reflection, learning, and professional growth are the fundamental qualifications for a leadership appointment at Danbury Prospect. Additionally, highly qualified candidates for employment will have all or most of the following credentials:

Most Important

- A degree or degrees in the subject matter
- An advanced degree in education leadership and/or subject matter
- Certification in the subject matter
- Demonstrated previous success in the classroom
- Demonstrated previous success in school level leadership

Very Important

- Demonstrated engagement in continuous professional development
- Engaged in contributing to professional organizations
- Demonstrated commitment to and ability to succeed in the responsibilities of Danbury Prospect Charter School leadership as outlined here and other sections of this document
- Experience with International Baccalaureate

Program Desirable

- National Board Certification
- Fluency with technology

Criteria, competencies and professional standards for Teachers

In addition to administrators, teachers must be highly skilled professionals who model lifelong learning and collaboration. To this end, Danbury Prospect Charter School will empower teachers to achieve their highest performance through ongoing professional development, collaborative decision making and opportunities for advancement. For this reason, demonstrated excellence in teaching and a commitment to continual reflection, learning, and professional growth are the fundamental qualifications for employment at Danbury Prospect.

Additionally, highly qualified candidates for employment will have all or most of the following credentials:

- A degree or degrees in the subject matter
- An advanced degree in education and/or subject matter
- Certification in the subject matter
- Demonstrated previous success in the classroom

- Demonstrated engagement in continuous professional development
- Engaged in contributing to professional organizations
- Demonstrated commitment to and ability to succeed in the responsibilities of Danbury Prospect Charter School faculty as outlined here and other sections of this document
- Familiarity with International Baccalaureate Program
- National Board Certification (preferred)

Danbury Prospect will employ faculty members who have demonstrated a high level of individual competency, commitment to the profession and alignment with the mission of the the school. Faculty aspiring to teach at Danbury Prospect can demonstrate individual competence through documentation of significant improvement in student test scores, unedited video tapes of full length classes, evaluations from supervisors, and responses to video scenarios of class demonstration classes. Commitment to the profession can be indicated by continued professional development, participation in professional organizations, participation in academic or school life above and beyond contractual requirements. For example, teachers can take advantage of opportunities to coach, run clubs, participate in network-level initiatives, lead international trips, etc. Danbury Prospect is interested in hiring individuals who are committed to student achievement regardless of their circumstances. The following outlines the primary responsibilities of all faculty members and the criteria for which they will be evaluated:

- Work collaboratively with colleagues including special education instructor(s) and English as a Second Language instructor(s)
- Reflect upon one's teaching and work conscientiously to improve one's own and one's colleagues' performance
- Enhance student performance and learning in subject matter
- Serve as an advisor, offering individual student support and aiming to improve secondary literacy and study skills for all students
- Form supportive, nurturing and appropriate relationships with students
- Pursue and model the core values of the school
- Fulfill the appropriate professional role based on one's specific teaching assignment and the stage of one's career
- Fully engage in continuous reflective professional development.

Procedures for Hiring and Dismissing School Personnel

Using the job qualifications and duties outlined here as guidelines, Danbury Prospect Charter School shall recruit and hire faculty and staff in accordance with equal opportunity employment guidelines. In the interest of fulfilling Danbury Prospect Charter School's goal of building a diverse and professional learning community, recruiting and hiring will be of paramount importance. Leveraging Prospect School's established Human Resources Department, Danbury Prospect Charter School will recruit, hire and develop talented educators who demonstrate a commitment to professionalism and collaboration and who model lifelong learning.

Applications from all qualified candidates will be considered. Applicant screening, interviewing, and selection will comply with all employment non-discrimination laws and policies. For each candidate considered for employment, the HR Department will conduct a criminal background check, solicit a professional conduct report from the candidate's previous employer, and obtain a minimum of three professional references. Appropriately certified teachers will be hired in compliance with the Connecticut State Department of Education (CSDE).

Faculty and staff offered positions at Danbury Prospect Charter School will be given a letter of appointment, confirming the employee's start date and hire rate. The letter will also outline in-service training dates, and explain the terms and details of benefits provided. The purpose of the letter of appointment is to define and clarify circumstances under which employment will occur.

Once hired, a comprehensive, annual performance management process will support the continued growth of Danbury Prospect faculty and staff- for a full outline please see the Employee Handbook in Appendix G. Direct supervision and evaluation of the Danbury Prospect Principal will be conducted by the Prospect

Schools Academic Director in collaboration with the Governing Council. An example of the 2016-17 Principal Evaluation Form is included in the appendix (Appendix G). When necessary, this performance management process will directly address performance issues through articulated support and/or action plans. The performance management process will drive the setting of annual performance goals and provide a transparent process for dismissing staff due to conduct or performance issues, if required. Details of the performance management process are found in the Appendix G.

Employment at Danbury Prospect Charter School is “at-will” which means that Danbury Prospect or the employee may terminate the employment relationship with or without cause. Within five working days of an employee’s termination, Danbury Prospect will give the terminated employee a written notice of the exact date of termination and the exact date of the cancellation of employee benefits connected with the termination. The termination employee may be eligible for compensation for unused vacation time and may be eligible for unemployment compensation; however, employees will not receive any additional benefits, rights or privileges beyond the last day worked. This notice applies to all employees regardless of date of hire.

B. Describe the targeted staff size and teacher-to-student ratio aligned to the school mission, educational philosophy, students served, and budget.

Collaboration is an integral component of Danbury Prospect’s mission. Teachers will collaborate frequently with each other to continually improve their teaching. Danbury Prospect expects to have a teacher to student ratio of 1:13 to reach its goal of engaging students in the international and community-based curriculum.

To support Danbury Prospect’s educational philosophy of providing students with a rigorous academic program supported by the foundation of the Connecticut State Standards and the International Baccalaureate, will hire sufficient staff to cover the core instructional areas: ELA, Math, Science, Humanities; Specialist subjects of Art, Physical Education and World Languages (Mandarin and Spanish). Additional specialist subjects in music, theater, dance, etc., will be added on as the school grows from year one. In the first year, Danbury Prospect anticipates hiring approximately 19 full time employees in its founding year and increasing staff as the school grows.

Danbury Prospect will ensure the commitment to diversity and provision of differentiated learning opportunities through the recruitment of sufficient ELL and SSS/Special Education teachers. Sufficient Deans and Counselors will also be hired in order to serve the needs of the students.

The Danbury Prospect budget prioritizes the best interests of its students above all which drives the budget allocations in terms of staffing, professional development, and specialist subjects. Similar to the Prospect Schools in Brooklyn, the Danbury Prospect budget is designed to ensure a student to teacher ratio of 1:13. This tenet is core to Prospect Schools’ work which has a long history of budgeting to successfully to meet this commitment.

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.

Recruitment of excellent, mission-aligned faculty and staff will be supported by Prospect School’s Human Resource and Talent team. The HR team will collaborate closely with the Principal in order to identify highly qualified candidates who represent the diversity of Danbury Prospect’s student population. The HR team will actively recruit teachers and administrators through advertisements on our website, in local newspapers and community newsletters, and at local educational organizations, colleges, and universities. Additionally, Danbury Prospect will make use of job fairs, national and international internet resources and informal community networks, including IB networks. Every effort will be made to choose the most qualified candidates who demonstrate commitment to working collaboratively and engaging in continuous reflection and professional growth.

Retention of excellent faculty and staff is supported by the annual performance management process which emphasis individual professional growth and identifies ways to best support all adults in the Danbury Prospect team. Details of the full year-long performance management process are found in the Appendix G.

Administrators maintain an “open door” policy and are responsive to the needs of their team. Danbury Prospect administrators, particularly designated Principal Kim Raccio, have a proven track record of retention. For example, under her leadership in the 2016-17 academic year, 100% of the founding core academic team and 100% of the founding operational team at the Prospect School’s Clinton Hill Middle School signed on for the following year.

This success is credited, in part, to the culture of collaboration and support that Principal Raccio strives to inculcate in her schools. For example, in her most recent end of year 360 evaluation, faculty reported that, *“I have so appreciated getting to work with Kim and have felt deeply supported by her in terms of student needs and issues”*. This level of retention is echoed amongst leadership as well. Following Principal Raccio’s opening of the Brooklyn Prospect High School, 100% of the leadership team returned for the second year of operation.

As mentioned in greater detail in Section 3 (Instruction), Danbury Prospect will retain and develop its employees by offering a truly collaborative working experience. Danbury Prospect teachers will receive:

- 1 or 3 weeks of professional development during the summer (returning and new, respectively)
- Weekly grade level meetings focused upon assessment, special education and differentiated instruction, data analysis, curriculum planning, etc.
- Monthly school-wide professional development
- Within the discipline and within the grade level, Looking at Student Work Protocol will be used as collaborative professional development, as will videotaping and video journaling.

The Principal is responsible for establishing a culture of reflection, collaboration and professional growth. All faculty, especially experienced faculty, must demonstrate leadership in maintaining a collaborative, growth oriented school culture.

In terms of teacher certification, Danbury Prospect will hire primarily experienced teachers for the founding team as well as a cohort of resident teachers. As required by State Law C.G.S. § 10-66dd., at least 50 percent of the teachers employed will hold a valid CSDE educator certificate obtained through a traditional route. The remaining 50 percent will hold a CSDE authorization allowing them to serve in the position for which they are employed. This may include an interim initial or interim provisional educator certificate, substitute authorization, Durational Area Shortage Permit, Nonrenewable Charter School Interim Educator Certificate, Resident Educator Permit, etc.

Prospect Schools has also partnered with programs such as at the New York University Steinhardt School of Education’s Embedded Master of Arts in Teaching (EMAT) to hire these residents who shall complete Interim Certificates or Initial Educator Certificates upon earning their master's degrees.

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

Danbury Prospect recognizes the extent of the competition for the most coveted educators and is committed to recruiting and training the best and brightest teacher representing a wide range of racial and ethnic diversity. Recruitment of a diverse staff is central to the mission and remains a priority at the highest levels of the Prospect Schools organization. Over 60% of all new hires made during the 2016-17 school year identify as People of Color, which highlights the commitment that Prospect Schools has to building a diverse workforce.

Danbury Prospect will continue to track and measure the racial and ethnic diversity of staff over the years through the maintenance of a Human Resources (HR) Staffing Database. As part of on-boarding new faculty following the acceptance of an offer to work at Danbury Prospect, faculty will complete a survey of demographic data which will be maintained by the Prospect School’s central office. HR staff will utilize this information to review endeavors to recruit and retain a racially and ethnically diverse staff.

Using creative and aggressive recruiting strategies, Danbury Prospect will employ faculty members who have demonstrated a high level of individual competency and a commitment to the profession. Danbury Prospect will target recruitment efforts on those teachers who have demonstrated measurable success in raising student achievement, those who combine scholarly mastery of their subject matter with knowledge of how children learn, and those who have been recognized by their peers as professionals in their field, as some examples of traits used to identify potential faculty members. Successful recruitment of diverse candidates will depend on a commitment to year-round recruiting efforts, the use of both traditional and internet resources, and the cultivation of relationships with the nation's top universities and local and national graduate programs in education. Historically, Prospect Schools has partnered with programs such as the New York University Steinhardt School of Education's Embedded Master of Arts in Teaching (EMAT). This program specifically works with MA students from diverse backgrounds and partners them with schools nationally for a year-long residency. The majority of EMAT students who participated in the 2016-17 school year as Prospect Schools' residents have successfully transitioned to full time teaching within the network and 100% of the Prospect EMAT residents identify as people of color.

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

Danbury Prospect plans to pay salaries comparable to the Danbury School District just as it currently pays salaries comparable to the New York City Department of Education. In addition to a competitive salary, employees will receive: pre-tax commuter benefits, full medical, dental, vision benefits, and a 401(k) with employer match.

All job advertisements, including those on Danbury Prospect's website, will contain the following language:

"Danbury Prospect Charter School is an equal opportunity employer and does not discriminate on the basis of race, religion, color, age, sex, sexual orientation, marital or familial status, national origin, alienage or citizenship or disability."

Where space is at a premium, the charter school will instead use the initials "EOE" which stands for Equal Opportunity Employer. All hiring at Danbury Prospect Charter School will be in compliance all anti-discrimination regulations and with Title IX of the Education Amendments of 1972 (20 U.S.C. § 1641) in compliance with 34 C.F.R. § 106.9.

F. Discuss how the proposed school will evaluate teachers and administrators. In particular, explain how the school will implement the Connecticut Guidelines for Educator Evaluation by:

(1) indicating that the governing council intends to adopt SEED 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.

The Danbury Prospect evaluation system for both teachers and administrators based is aligned with the SEED model. While the language may differ – The SEED core values are the same as those held by the performance management process at Prospect Schools:

SEED Core Values:

- Consider multiple standards-based measures of performance;
- Emphasize growth over time;
- Promote both professional judgment and consistency;
- Foster dialogue about student learning;
- Encourage aligned professional learning, coaching and feedback to support growth; and
- Ensure feasibility of implementation.

Evaluation System

For Danbury Prospect teachers, this evaluation process begins at the start of the year by setting annual goals around student achievement, professional growth, and identifying performance thresholds for standards based assessments utilized during the year. For non-instructional staff, this goal setting will revolve around operational aspects critical to the function of the school and the individual's job. Faculty and staff meet regularly (minimally every other week, more often if necessary) for 1:1 sessions that explicitly discuss performance against the set goals as well as other criteria set out in the performance management template. Coaching and feedback are provided during these 1:1 meetings by sharing of lesson observations, video and review of assessment data also inform faculty and staff on progress against goals. Supervisors identify ways to support the growth of individuals against these specific goals by identifying relevant professional development (in house, in network and with external providers, such as the SERC and IB) for faculty and staff. Release time is provided for faculty and staff to participate in Professional Development.

A comprehensive mid-year evaluation, including a full period lesson observation and debrief and a 360 peer review process provides a more robust check in against progress at the mid year point. This process is repeated at the end of the year. All faculty and staff receive a written end of year evaluation from their supervisors and is archived in the central office HR files. A sample of the calendar is included below in Figure 36.

Danbury Prospect Administrators will also be evaluated based upon the SEED model similarly to the teachers. The Principal will be evaluated by the Danbury Prospect Governing Council and the Prospect Schools Academic Director throughout the year and receive feedback in an ongoing manner on the same criteria. As mentioned earlier in this section, the full evaluation form for the Principal and the performance management system for teachers are both included in Appendix G.

2014-15 Performance Management Dates

| Event | Due Date |
|--|---|
| Performance Goal uploaded into TeachBoost | September 19th |
| Professional Goal Setting Conference Completed | September 30 th - October 10 th |
| Faculty Goal Setting Form Submitted | October 24 th |
| Fall Classroom Observation Cycles Complete | December 19 th |
| 360 Surveys, Artifacts and Data Collection Submitted | December 2014 |
| Mid-Year Evaluation Conferences Complete | February 2 nd - 13 th |
| Spring Classroom Observation Cycle Complete | March 2 nd - April 30 th |
| Surveys, Artifacts and Data Collection Submitted | April 30 th - May 8 th |
| Comprehensive Evaluation Conference Complete | May 11 th - June 12 th |

Figure 33. Sample Performance Management Calendar

3.7 Child Day Care Services

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

A. 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).

Child day care services will not be provided at Danbury Prospect Charter School.

3.8 Student Health and Welfare

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

A. 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.

The Danbury Prospect Charter School shall comply with all health services requirements applicable to other public schools including, but not limited to, all immunization requirements and diagnostic testing requirements. The school shall provide similar on-site health care services to the extent that such health services are available to children attending other public schools in the district where the charter school will be located. Danbury Prospect Charter School will explore options for the delivery of these health services. In particular, Danbury Prospect Charter School will provide the health services mandated by §2853(4)(a) and §912 of the Education Law.

The Danbury Prospect Charter School may seek to employ a nurse either on staff or through contract to supervise the disbursement of medication, the treatment of students who are ill, the treatment of students who are injured, and to train faculty and staff in first aid, including but not limited to, cardiopulmonary resuscitation (CPR). The nurse will additionally be responsible for all record keeping and correspondence related to these responsibilities.

Connecticut State law requires that each student entering kindergarten or a new school district in grades 1-12 have a certificate of immunization at the time of registration or not later than the fourteenth day of school. Danbury Prospect Charter School will require all immunizations to be completed that are required by State law.

Parents may waive immunization by complying with §2164 of the Public Health Law. Exemptions to immunizations will be granted as per subdivision 8 and 9 of §2164 of the Public Health Law if a licensed physician or nurse practitioner certifies such immunization may be detrimental to the student's health or if the student's parent or guardian holds genuine and sincere beliefs, which may include religious beliefs, contrary to such immunization. Danbury Prospect Charter School will maintain on-site automated external defibrillators (AED) as required by §917 of the Education Law. As required, Danbury Prospect Charter School will ensure ready and appropriate access for use of AED during emergencies and shall ensure that a staff member is trained in the operation and use of AED.

Forms and materials will be available in various languages.

| CONNECTICUT STATE IMMUNIZATION REQUIREMENTS FOR SCHOOL ENTRANCE/ATTENDANCE | |
|---|--|
| Diphtheria Toxoid Containing Vaccine (DTP, DTaP) ¹ | 3 doses Not applicable until student born on or after 1/1/2005 enrolls in school |
| Polio (IPV) (OPV) | 3 OPV or 4 IPV |
| Measles Mumps Rubella (MMR) 2 | Born before 1985 – 1 dose of measles, mumps, rubella(MMR) Born on or after 1985 – 2 doses of measles containing vaccine and 1 dose each of mumps and rubella (preferably as MMR) |
| Hepatitis B ³ | 3 doses of hepatitis B vaccine Grades K-12 (as of the 2005-2006) *** |
| Varicella ² | Born on or after 1/1/98 or born on or after 1/1/94 and enrolling in 6 th grade 1 dose ⁴ |

1. DTaP is the currently recommended vaccine.
2. The Connecticut State Department of Health Immunization program concurs with the ACIP which recommends that vaccine does administered up to 4 days before the minimum interval or age for measles, mumps, rubella and varicella be counted as valid.
3. Hep B – 7th -12th Graders – 3 doses of RecombivaxHB or Engerix B is required, except for those students who have received 2 doses of adult hepatitis B vaccine (Recombivax) which is recommended for children 11 to 15 years old.
4. Students enrolling in the 6th grade includes students who are entering, repeating or transferring into the 6th grade and students who are enrolling gradeless classes and are the age equivalent of 6th grade. Two (2) dose of varicella vaccine is recommended for students who receive the first dose on or after 13th birthday.

Administration of Medication

Non-self-directed student: The school nurse may administer medication to a non-self-directed student when a parent or guardian submits a written request from a physician indicating the frequency and dosage of prescribed medication.

Self-directed student: Any self-directed student may take medication during school hours if he/she keeps the medication in the nurse's office and whose parent or guardian submits a written verification from a physician indicating the frequency and dosage of the prescribed medication.

The parent or guardian must assume responsibility to have the medication delivered directly to the nurse's office in a properly labeled original container.

Procedures will be developed for students taking medications off school grounds or after school hours while participating in a school-sponsored activity in accordance with State Education Department Guidelines.

Before any medication may be administered to or by any student during school hours, the School requires:

1. the written request of the parent(s) or guardian(s), which shall give permission for such administration and relieve the Governing Council and its employees of liability for administration of medication; and
2. the written order of the prescribing physician, which will include the purpose of the medication, the dosage, the time at which or the special circumstances under which medication shall be administered, the period for which medication is prescribed, and the possible side effects of the medication.

Both documents shall be kept on file in the office of the school nurse. Standardized request forms will be available from the school nurse.

Section IV. School Viability

4.1 Building Options

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

Danbury's Mayor Mark Boughton has committed to provide facilities to accommodate the Danbury Prospect Charter School (Danbury Prospect) program (please see his letter of support in Appendix D). Danbury Prospect plans to open in the fall of 2018, so in the short term (first two years of operation), the school will operate in a temporary space. Founding Governing Council member Steve Nocera also holds the position of Director of the Mayor's Office of Project Excellence (OPE), a department whose goal is to provide cost containment, prioritization, and to ensure the completion of all approved projects. Mr. Nocera and Governing Council member and Architect Maura Newell Juan will lead this initiative and will work with the Prospect Schools team thereby ensuring expertise for facility preparation pre-opening.

Currently there are three temporary facilities being considered: 39 Old Ridgebury Road, 60 Backus Avenue, and 43 Old Ridgebury Road. All three sites would meet the near term needs of Danbury Prospect, and concept plans for the first two years for each can be found in Appendix I. The facility that is ultimately selected will accommodate the student population as Danbury Prospect doubles from 100 to 200 students and will include at minimum: eight (8) general classrooms; two (2) specialized rooms for Science instruction; one (1) Art room; one (1) Reading room; and space suitable for Physical Education activities. Space will be provided for administrative activities, as well as small rooms for individual instruction and counseling. The facility will be in compliance with all building codes and regulations governing school space, including the Americans with Disabilities Act (ADA).

Danbury Prospect will work with The Office of the Mayor to acquire the short term, interim facility deemed most suitable by January 2018, and will conduct the necessary renovations over the subsequent 6-7 months in preparation to welcome students in September 2018.

By year three of operation, Danbury Prospect will transition to a permanent facility provided by the Mayor's team designed and equipped to support a combined MS/HS (grades 6-12) of approximately 725 students. This facility will consist of a minimum total of (30) general classrooms; four (4) Science Rooms, including a minimum of two (2) equipped as Labs, with gas, plumbing, etc; one (1) Art Room; one (1) Music Room; one (1) Library; a Gymnasium and Cafeteria, at least one of which must be suitable for auditorium/assembly use; and administrative, small group instruction and counseling spaces. Comprehensive specifications for the permanent facility can be found in Appendix I.

A. 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.

Each of the potential short-term sites described above (39 Old Ridgebury Road, 60 Backus Avenue, and 43 Old Ridgebury Road) would be suitable for Danbury Prospect Middle School. Governing Council member and Architect Maura Newell Juan has conducted initial feasibility studies and prepared concept plans for each. While each have been determined viable, Maura together with the Prospect Schools facility team and The Office of the Mayor will ensure that building ultimately chosen can and will be renovated and brought into compliance with all applicable school building codes according to our timeline for opening Fall 2018 as described above.

As shown in Appendix I.2, the site at 39 Old Ridgebury Road would consist of two floors of a large pod, with entrance and 6th grade on one floor, and 7th grade and cafeteria on the second. While this site would not include a dedicated kitchen or gym, it would include a separate cafeteria and an option to contract with the building's commercial catering kitchen for lunches. The second presented option, 60 Backus Ave, is currently a vacant warehouse behind the Waterworks offices. It would lay out well for a middle school, and with only modest renovation could accommodate all required classrooms for 6th and 7th grades, including spaces for

cafeteria, kitchen and gym. The third site option, 43 Old Ridgebury Road, is another large warehouse space, which would be similar in scope and layout to the Backus Ave project, but may afford more space for the possibility of transitioning to a permanent home for Danbury Prospect.

During the first two years of operation in the temporary facility, the Danbury Prospect team will work with The Office of the Mayor to secure and renovate a permanent facility, and has already engaged with realtors in the Danbury market to search for a suitable long term site. The expert team will also explore the potential incorporation of the temporary site into longer term plans for a campus to house grades 6-12, and will prioritize selection of a final temporary site based on this potential. Attached in Appendix H are the full specifications of the permanent building as prepared by the Prospect Schools facility team for the Mayor's office.

Danbury Prospect Council Members Stephen Nocera and Maura Newell Juan on the ground in Danbury bring a wealth of development and facilities expertise to the team. Combined with the experience and skill of Prospect Schools' facility team, led by Director of Finance Hillary Prince, who has successfully negotiated leases for all Prospect Schools to date, and managed school construction projects ranging from simple renovations to ground-up new construction, the Danbury Prospect team is well equipped to expertly handle the timely execution of both the temporary and permanent building solutions for the Danbury Prospect Charter School program.

4.2 Financial Plan

- A. *To assist applicants in responding to the below questions, the CSDE has developed templates for a pre-opening budget statement, a projected five-year budget statement, and a projected cash flow for year one of operation. The templates are available in Appendix C as well as here: <http://www.sde.ct.gov/sde/lib/sde/Excel/equity/charter/2014budget.xls>. The templates are designed to keep financial reporting requirements at a minimum, while enabling compliance with monitoring standards and comparability to public school financial data. They are merely sample formats; they may be amended, as necessary. The CSDE encourages applicants to seek assistance from their financial adviser and/or Certified Public Accountant in preparing budget statements and in designing a financial plan and control system for a proposed school. The financial plan must reflect the expenses related to all commitments proposed in this application through the proposed school's fifth year of operation, including the school's mission, education program, expected student population, human resources, professional development, facilities, and growth plan. Financial projections must include total documented sources of revenue including the state per-pupil grant and other grants (federal, state, and private) and fundraising. If relying upon philanthropic support, please indicate the source and amount of such support, and attach a letter of commitment as documentation. When projecting salaries and benefits, please provide supporting evidence, including the title and salary of each position by line item and year.***

A detailed enrollment chart along with student populations breakdowns can be found within the Financial Plan template (found in Appendix H) on the "Enrollment" tab. In addition, a complete list of positions, salaries and benefits can also be found within the Financial Plan template on the "Staffing & Compensation" tab.

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

The pre-opening budget statement detailing start up activities with regard to revenues and expenditures can be found within the Financial Plan template on the "Pre-Opening Budget Statement" tab.

- C. 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 five year budget statement detailing the estimated financial activity of the proposed school for the first five years of operation in regards to revenues and expenditures can be found within the Financial Plan template on the “Projected 5 Yr Budget Statement” tab.

- D. Present a projected cash flow statement for year one of operation to show the estimated movement of funds in and out of the proposed school for year one of operation. 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 projected cash flow statement for year one of operations detailing the estimated movement of funds in and out of the proposed school for year one of operations in regards to revenues and expenditures can be seen within the Financial Plan template on the “Cash Flow Schedule” tab.

- E. 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.***

N/A- Danbury Prospect does not intend to borrow any funds.

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

The Danbury Prospect Head of Operations manages the finances for Danbury Prospect with oversight from the Danbury Prospect Governing Council and the Director of Finance for Prospect Schools. S/he must have strong budget management experience and experience with financial reporting as a minimum qualification for this role. In addition to the Head of Operations, a Finance Coordinator will track and maintain business expenses using the QuickBooks system, Fund E-Z and following GAAP. This role requires 2-5 years of experience working in operations, accounting, business, finance or another relevant field. Both roles will be overseen by both the Danbury Prospect Governing Council Chair of the Finance Committee and the Director of Finance for Prospect Schools.

In addition to the positions and qualifications listed above, the Danbury Prospect Head of Operations is responsible for school purchasing and adheres to the following approval thresholds: the Principal may approve purchases up to \$1,000, the DoF must additionally approve purchases above \$1,000, the Prospect Schools Executive Director must approve purchases greater than \$10,000, and the Danbury Prospect Governing Council Chair of the Finance Committee must approve purchases greater than \$20,000. Once Danbury Prospect adds a fourth class of students, a Purchasing Coordinator will be recruited, hired and based at Danbury Prospect.

Capital investments, including technology purchases, will be coordinated centrally through the Prospect Schools CMO network IT manager. The CMO finance team is composed of: Accounting Manager, Accounts Receivable and Accounts Payable Specialists, and a Capital Projects Manager. The job descriptions for each of these roles is included in Appendix G as each has precise job qualification including a minimum of a Bachelor’s in a related field and experience working with accounting software.

- G. 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 GAAP with adequate systems of internal controls. Also, please describe how the school will track finances in its daily business operations.***

Financial Management

Danbury Prospect maintains Generally Accepted Auditing Practices (GAAP) in all its financial management systems. In June of each year, the Danbury Prospect Governing Council's Finance Committee will review and recommend for approval to the full Governing Council an annual fiscal budget for the coming year, and a 5-year plan.

In February of each year, prior to the above recommendation and approval, the CMO Director of Finance ("DoF") will develop a target budget that is based on the prior year's approved five year plan. DoF will share a draft target budget with Danbury Prospect. Between March and May, the DoF works closely with the Danbury Prospect school leadership team to finetune the budget draft ensuring the school is resourced in a prudent manner.

Danbury Prospect Charter School has a clearly defined five year financial plan. Midyear of each school year, the DoF and the Danbury School Leadership team will conduct a series of meetings to analyze the upcoming school year's budget as outlined in the five year plan. Adjustments to the upcoming school year's budget will be made based on staffing and programmatic needs to achieve the proper balance between financial responsibility and providing the best possible education for the students. In the spring of each school year, a revised budget will be presented to the Governing Council for approval.

On an ongoing basis throughout the year, finances are closely monitored against budget, both by the Prospect Schools finance team and Danbury Prospect school leadership team. On a monthly basis, a Budget vs Actual report is run by the CMO from the accounting system (Fund EZ), which is then uploaded into Danbury Prospect' Budget Tool (a Google workbook) for visibility. On a quarterly basis, the Danbury Prospect leadership team will be required to provide updated year end budget projections based on this data, as well as provide commentary on any material variances. The DoF will subsequently present these updated projections to the Board.

Fiscal Controls

The Governing Council of Danbury Prospect will use the GAAP aligned Fiscal Policies and Procedures handbook that was developed and has been used by Brooklyn Prospect Schools for the past eight years. The handbook is revised annually and has helped ensure the Brooklyn schools' fiscal viability and clean audits year after year.

Tracking Finances

The budget is monitored for accuracy on a monthly basis by both the DoF and the Governing Council Finance committee. This is done by comparing actual expenses to the pro-rated budgeted amounts, and each expense line item is scrutinized for large variances. This process not only provides the DoF and school leadership with frequent feedback on current year performance, but it will also allow the school to budget with greater accuracy in future years. If material mid-year modifications to a budget are deemed necessary, the DoF will work to prepare the modified budget and receive Council approval for it.

Please refer to the handbook (Appendix J) for complete details. Finally, the handbook will be updated once the Danbury Prospect Charter School is chartered and the CMO agreement takes effect to ensure it applies to all the laws and standards in the State of Connecticut.

4.3 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)(v); and (4) making efforts to reduce racial, ethnic, and/or economic isolation***

Operational Goals at All Levels

During the planning year, Danbury Prospect will work with Prospect Schools and the Governing Council to develop a robust accountability plan that will include academic, operational, financial metrics (dashboard) by which to measure the program. The dashboard will be presented to the Governing Council at meetings with updated information to inform discussion on any needed revisions that need to be made to the program. These key performance indicators will include:

- Leadership & Organizational Systems
 - Inspirational leadership
 - Academic leadership
 - Organizational leadership
 - Communications and Relationship Management
 - Leader Self-Awareness
 - Distributed Leadership
- Human Capital
- Culture & Climate
- Teaching & Learning
- Operational (including student enrollment) & Financial Benchmarks

1. Demonstrating Educational Progress of Students

Each year, clear goals are set for achievement measures which are recorded in conjunction with the principal, department heads and teachers in relation to externally benchmarked goals. These goals include school-wide, grade-level, classroom, staff and student goals which are measured throughout the year including the collection and analyzing data from benchmark, formative and summative assessments. Finally, students set individual growth goals following the completion of their diagnostic tests at the start of the academic year. Bi-annual student/family/advisor conferences are held. In preparation for these conferences, students will prepare a portfolio of work where they can highlight what they are most proud of and identify what their SMART goals will be for the upcoming months.

2. Teacher Growth and Evaluation System

In order to support the achievement of annual performance goals for all students, additional professional development goals, specific to the grade level, to classrooms and to individual teachers are also drafted at the start of the year. Teachers will work in collaboration with the Principal to identify the highest leverage areas for growth (ex. classroom management, data analysis, differentiation, etc.) and comprehensive action steps are taken to achieve growth against this goal. A summary of this process can be found in the Performance Management Handbook in the Appendix L. Accountability for progression against these goals is embedded in the standing 1:1 conversations between teachers and supervisors (held minimally 2x/month). A more comprehensive check in against professional development goals is conducted during the mid-year evaluation process and course corrections to ensure completion of the goals by the end of the year may be added at this time. While specific administrators, such as the principal, department heads or grade level leaders may be responsible for grade-level or school-level goals (ex. Cross-disciplinary literacy initiatives, embedding internationalism, etc.), the same process is maintained to ensure accountability in the successful completion of these goals.

3. Systems of Accountability

Evaluation data will be used by the Governing Council and the Danbury Prospect leadership to develop improvement plans and to identify and amplify effective practices.

A. Evaluation of School

Danbury Prospect will undergo a Quality Review twice a year. The purpose of this review is to evaluate the school's effectiveness and its progress in meeting its achievement goals as well as its operational and fiscal efficiency.

Quality Reviews will focus on the efficacy of the instructional core across classrooms, school culture, and structures for improvement. Both reviews will last two days, and areas in need of improvement (as identified in the fall Quality Review) will anchor the spring review. Both reviews will be administered by five to six experienced educators acting as critical friends. For the operational and fiscal review Danbury Prospect will utilize external critical friends and consultants to review the operational processes as well as fiscal policies, practices, and position.

B. Evaluation of Programs and Initiatives

The school and its staff, under the guidance of the Principal and Prospect Schools will assess each program and initiative in terms of how it will impact Danbury Prospect's school-wide goals. Evaluative methods will take a number of forms ranging from qualitative evaluations such as pre- and post- program focus groups, interviews, and questionnaires to program evaluations involving quantitative methods that estimate the impact of various school programs on academic and non-academic measures such as attendance, retention, student learning outcomes, and student and family satisfaction survey results.

3. Recruit, Enroll, Retain

Danbury Prospect is excited to recruit a student body that reflects the full diversity of the City of Danbury. During the planning year, the Danbury Prospect team will continue the extensive outreach with the community that began two years ago.

According to the District Profile and Performance Report for school year 2015-16⁷⁴ for the Danbury School District, 19% of Danbury Public School students are English language learners (ELL) 50% of students are economically disadvantaged and 11% of the student population are classified as students with disabilities. Danbury Prospect anticipates seeing approximately the same at Danbury Prospect. In addition to actively recruiting and enrolling this diverse population, Danbury Prospect is committed to retaining these students year after year to provide a continuous education that inspires a lifelong love of learning.

The ELL, students with disabilities, and economically disadvantaged populations will be monitored and retention tracked similarly to the way they are tracked at the NYC Prospect Schools. The goal will be to remain on par with the district public schools in terms of students returning to Danbury Prospect each year just as Prospect's NYC school retain students at a higher rate than the district schools because of the rigor and expectations of the program.

4. Reduce Racial, Ethnic, Economic Isolation

A number of specific action steps will be in place to ensure that Danbury Prospect meets the goal of having students who look different, and think differently sitting side-by-side and learning from each other in our classrooms, including, but not limited to:

- Heterogeneous grouping
- Robust Integrated Co-Teaching model
- Individualized schedules for all students (no tracking)
- Opt-in opportunities for academic advancement (ex. Embedded honors program)
- Explicit diversity education delivered via the Advisory Program
- 1:1 student and family support offered by the Advisor and Advisory Program
- Extensive, on-going professional development of teachers focused on student needs (ex., culturally responsive classrooms, restorative justice, etc.)
- Free academic supports (tutorials, after-school office hours, drop-in summer assignment help, break academies, summer school)
- Free uniforms provided through the recycled uniform program

⁷⁴ District Profile and Performance Report for School Year 2015-16 - Danbury School District, http://www.danbury.k12.ct.us/assets/SSP_2011_2012.pdf

- Fee-waivers for whole-school or required field trips for qualifying students
- Recruitment and retention of diverse teaching staff
- Translation services are made available as needed for families

In Danbury 87.2% of Danbury educators are White with just 6.8% identified as Hispanic or Latino and 3.9% identified as African American. While the district has a variety of initiatives (Minority Recruitment and Retention Committee; Minority Pipeline Grant with Western Connecticut State University and CT State Department of Education) to improve the percentage of minority employees, there is more that can be done. At Prospect Schools in Brooklyn, 62% of 2017-18 school year hires identify as people of color, Prospect Schools will continue to use innovative and targeted recruitment strategies to ensure teachers at Danbury Prospect reflect the rich diversity of the Danbury community.

School leadership and faculty, under the guidance of the Principal, will review results from the annual student survey and implement support plans or revisions to the academic program as necessary to ensure a reduction of racial, ethnic and economic isolation.

Data Systems and Processes

1. Danbury Prospect will track academic, programmatic, financial and operational data on a daily and monthly basis using systems developed and improved over eight years at Prospect Schools
2. The Council will receive quarterly updates on academic, financial and operational key performance indicators as well as analyses on how Danbury Prospect is continually seeking to improve.
3. Danbury Prospect will assess all parent, students, and partners, bi-annually to gauge their satisfaction in the life of the school using surveys and focus group discussions. The data gathered from these surveys will lead to programmatic and academic adjustments and changes as needed.
4. Danbury Prospect will receive two Quality Reviews from “critical friends” to analyze and provide data that will inform immediate changes and longer term issues to address

4.4 Timetable

- A. *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.***

Danbury Prospect has created the timeline below showing approximate dates and timeframes for key activities. The Governing Council of the School, along with Prospect Schools, will track and manage the timetable and all pertinent issues will be discussed at the meetings of the Council. Further, Prospect School has effectively opened four schools in New York and has an intimate understanding of the start up and opening phase.

| ACTION | TIMEFRAME | NOTES |
|---|------------------|--|
| General | | |
| Danbury community engagement and outreach | 10/2015- ongoing | The Danbury Prospect founding team began community outreach in 2014 and has remained engaged adding a physical office space and local project manager since 2016 |
| Charter submission and approval | 8/-11/2017 | Submitting in August, Decision expected in 90 days |

| | | |
|--|------------------|---|
| File for Connecticut 501(c)(3) status for school and state tax exempt status | 11/2017 | Paperwork is filed with the CT Secretary of State |
| Governance | | |
| Governing Council Recruitment | 1/2017 -10/2017 | Council member recruitment began in early 2017. All members selected by 10/2017. |
| Proposed Founding Governing Council assemble | 7/2017 | During meeting will establish outline orientation and training, and institute governance committee |
| Full Governing Council meet | 11/2017 | Ratify bylaws, strategic planning, orientation and training for new members |
| Agree on and sign term sheet with Prospect Schools | 1/2018 | Upon receipt of the charter, the Governing Council will review and ratify term sheet |
| Academics | | |
| Instructional Staff recruitment | 11/2017-5/2018 | Principal is already identified, focus on hiring operation head, teachers and building relationships with local teacher training programs |
| Hire Instructional Staff | 6/2018 | All hires made by this date |
| Professional Development for instructional staff | 7/2018-8/2018 | All Danbury Prospect teachers will receive training in International Baccalaureate programs, student centered learning, managing advisory, social-emotional development |
| Adapt Prospect Schools Curriculum for Danbury | 11/2017- ongoing | Danbury Prospect will benefit from an in-house developed curriculum and will focus on tailoring it to meet all Connecticut standards as well |
| Curriculum units and cross planning | 11/2017- ongoing | Selecting, refining and planning collaborative units across subject areas |
| Operations | | |
| Recruit Head of Operations | 10/2017 | Head of Operations recruited through networking & online media posting |
| Hire Head of Operations | 12/2017 | Prospect Schools works with Principal to screen. Principal makes final decision. |
| Sign lease for facility | 12/2017 | Danbury Prospect will be housed in a short term facility for the first 2 years |
| Facility renovations | 1/2018-5/2018 | Prospect Schools will oversee the design and renovations to ensure on time opening |
| School website launched | 10/2017 | Details/timeline to opening released on site. |

| | | |
|----------------------------|------------------|---|
| Student recruitment | 10/2017- ongoing | Families have expressed interest since 2015- Formal Info sessions announced |
| Service provider research | 11/2017 | Food provider, health services, transportation provider (tbd after lottery) |
| Student applications | 1/2018-4/2018 | Families submit applications |
| Lottery | 4/2018 | Admissions lottery conducted and families notified |
| Service providers selected | 4/2018 | Head of Operations will work with Prospect Schools to sign contracts |

4.5 Transportation

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

- A. 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 student**

State law requires school districts to provide transportation for all school-age children whenever it is "reasonable and desirable" ([CGS § 10-220\(a\)](#)). Upon Danbury Prospect receiving its charter, Danbury Prospect anticipates working with the Danbury School District contracted school bus company to determine a feasible plan for providing transportation for students who reside in the district. Danbury Prospect does not anticipate serving students who live outside the Danbury district

Preferences

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

N/A

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

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.

Danbury Prospect is applying to locate in Danbury, Connecticut which is both a Priority School District and an Alliance District. Danbury is the largest city (population: 83,000⁷⁵) in Connecticut with no Charter School option and is currently an overcrowded school district, according to data provided for the school district^{76,76}. The Danbury district projects significant increases in grades 6-8 due to larger cohorts currently matriculating in the elementary schools. The result will likely be a 8.6% middle school increase over the next 4 years. The high school will also be impacted by larger cohorts, with a 14% increase over the next 5 years.

Prospect Schools specializes in the design of intentionally diverse schools and is well positioned to support the growth of Danbury Prospect. The combination of rigorous academics, robust social-emotional programs and highly qualified teachers form the core of Danbury Prospect's program to support the needs of a diverse student population.

The leaders of Danbury Prospect understand that when students' intellectual activity transcends the boundaries of the classroom and extends into the culture of their daily lives, students are given a greater opportunity to shape who they will become in the future. Student growth, however, depends on more than a rigorous academic devotion, students social emotional developmental health needs also need to be supported.

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 worksite. 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

⁷⁵ Content provided by the US Census bureau for the years 2010, 2011, 2012, 2013, 2014 and 2015, 2016.

<https://suburbanstats.org/population/connecticut/how-many-people-live-in-danbury>

⁷⁶ Comprehensive Enrollment Analysis and Projections Prepared for Danbury Public Schools, Feb 1, 2017 by Malone MacBroom

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 with the exception of 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 particular 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: Daniel K. Rubenstein, Trustee- Prospect Schools, Inc

Address: 30 Main St

City and Zip Code: Danbury, CT

Phone and Fax: Tel. (718) 643-1086 ext. 4000; info@prospectschools.org

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

Danbury Prospect Charter School seeks an enrollment cap waiver. Connecticut law includes a cap of 250 students per state board of education-authorized charter or 25 percent of the enrollment of the district in which the charter is located, whichever is less, and 300 students per state board of education-authorized K-8 charter or 25 percent of the enrollment of the district in which the charter is located, whichever is less. Danbury Prospect seeks to waive this enrollment cap and serve a total of 770 students in grades 6-12.

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

Danbury Prospect Charter School plans to be a 6-12 school in order to offer both the Middle Years Program and the Diploma Program within the International Baccalaureate Program. Given the extremely long waiting list at the sister schools in Brooklyn (currently 7,702 students on their wait list), the founders anticipate a similar demand for the school in Danbury, which is already a crowded school district according to Danbury Independent School District's own research. In order to stay below the 250 cap required by law Sec. 10-66bb, Danbury Prospect would be required to limit enrollment to 35 students per grade which would be financially and operationally unfeasible for the school model at all size..

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

By serving 110 students per grade, Danbury Prospect will be operationally viable while still maintaining a small cohort of students and a teacher to student ratio of 13:1. Danbury Prospect's four sister schools in Brooklyn (Brooklyn Prospect Charter School) who all share the same founders have each started with 110 students per grade, so the founders are familiar with how to ensure a strong community with classes that size.

As noted in the application, Danbury Prospect Charter School will be a 6-12 college preparatory community where excellent teachers prepare a diverse student body to have a positive impact on society and a lifelong passion for learning. To thoroughly prepare Danbury Prospect students for college and an international world, the 6-12 grade span is required for the full International Baccalaureate program.

Date of Application: August 10, 2017

Evaluation System

For Danbury Prospect teachers, this evaluation process begins at the start of the year by setting annual goals around student achievement, professional growth, and identifying performance thresholds for standards based assessments utilized during the year. For non-instructional staff, this goal setting will revolve around operational aspects critical to the function of the school and the individual's job. Faculty and staff meet regularly (minimally every other week, more often if necessary) for 1:1 sessions that explicitly discuss performance against the set goals as well as other criteria set out in the performance management template. Coaching and feedback are provided during these 1:1 meetings by sharing of lesson observations, video and review of assessment data also inform faculty and staff on progress against goals. Supervisors identify ways to support the growth of individuals against these specific goals by identifying relevant professional development (in house, in network and with external providers, such as the SERC and IB) for faculty and staff. Release time is provided for faculty and staff to participate in Professional Development.

A comprehensive mid-year evaluation, including a full period lesson observation and debrief and a 360 peer review process provides a more robust check in against progress at the mid year point. This process is repeated at the end of the year. All faculty and staff receive a written end of year evaluation from their supervisors and is archived in the central office HR files. A sample of the calendar is included below in Figure 36.

Danbury Prospect Administrators will also be evaluated based upon the SEED model similarly to the teachers. The Principal will be evaluated by the Danbury Prospect Governing Council and the Prospect Schools Academic Director throughout the year and receive feedback in an ongoing manner on the same criteria. As mentioned earlier in this section, the full evaluation form for the Principal and the performance management system for teachers are both included in Appendix G.

2014-15 Performance Management Dates

| Event | Due Date |
|--|---|
| Performance Goal uploaded into TeachBoost | September 19 th |
| Professional Goal Setting Conference Completed | September 30 th - October 10 th |
| Faculty Goal Setting Form Submitted | October 24 th |
| Fall Classroom Observation Cycles Complete | December 19 th |
| 360 Surveys, Artifacts and Data Collection Submitted | December 2014 |
| Mid-Year Evaluation Conferences Complete | February 2 nd - 13 th |
| Spring Classroom Observation Cycle Complete | March 2 nd - April 30 th |
| Surveys, Artifacts and Data Collection Submitted | April 30 th - May 8 th |
| Comprehensive Evaluation Conference Complete | May 11 th - June 12 th |

Figure 33. Sample Performance Management Calendar

3.7 Child Day Care Services

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

A. 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).

Child day care services will not be provided at Danbury Prospect Charter School.

3.8 Student Health and Welfare

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

A. 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.

The Danbury Prospect Charter School shall comply with all health services requirements applicable to other public schools including, but not limited to, all immunization requirements and diagnostic testing requirements. The school shall provide similar on-site health care services to the extent that such health services are available to children attending other public schools in the district where the charter school will be located. Danbury Prospect Charter School will explore options for the delivery of these health services. In particular, Danbury Prospect Charter School will provide the health services mandated by §2853(4)(a) and §912 of the Education Law.

The Danbury Prospect Charter School may seek to employ a nurse either on staff or through contract to supervise the disbursement of medication, the treatment of students who are ill, the treatment of students who are injured, and to train faculty and staff in first aid, including but not limited to, cardiopulmonary resuscitation (CPR). The nurse will additionally be responsible for all record keeping and correspondence related to these responsibilities.

Connecticut State law requires that each student entering kindergarten or a new school district in grades 1-12 have a certificate of immunization at the time of registration or not later than the fourteenth day of school. Danbury Prospect Charter School will require all immunizations to be completed that are required by State law.

Parents may waive immunization by complying with §2164 of the Public Health Law. Exemptions to immunizations will be granted as per subdivision 8 and 9 of §2164 of the Public Health Law if a licensed physician or nurse practitioner certifies such immunization may be detrimental to the student's health or if the student's parent or guardian holds genuine and sincere beliefs, which may include religious beliefs, contrary to such immunization. Danbury Prospect Charter School will maintain on-site automated external defibrillators (AED) as required by §917 of the Education Law. As required, Danbury Prospect Charter School will ensure ready and appropriate access for use of AED during emergencies and shall ensure that a staff member is trained in the operation and use of AED.

Forms and materials will be available in various languages.

| CONNECTICUT STATE IMMUNIZATION REQUIREMENTS FOR SCHOOL ENTRANCE/ATTENDANCE | |
|---|--|
| Diphtheria Toxoid Containing Vaccine (DTP, DTaP) ¹ | 3 doses Not applicable until student born on or after 1/1/2005 enrolls in school |
| Polio (IPV) (OPV) | 3 OPV or 4 IPV |
| Measles Mumps Rubella (MMR) ² | Born before 1985 – 1 dose of measles, mumps, rubella(MMR) Born on or after 1985 – 2 doses of measles containing vaccine and 1 dose each of mumps and rubella (preferably as MMR) |
| Hepatitis B ³ | 3 doses of hepatitis B vaccine Grades K-12 (as of the 2005-2006) *** |
| Varicella ² | Born on or after 1/1/98 or born on or after 1/1/94 and enrolling in 6 th grade 1 dose ⁴ |

1. DTaP is the currently recommended vaccine.
2. The Connecticut State Department of Health Immunization program concurs with the ACIP which recommends that vaccine doses administered up to 4 days before the minimum interval or age for measles, mumps, rubella and varicella be counted as valid.
3. Hep B – 7th -12th Graders – 3 doses of RecombivaxHB or Engerix B is required, except for those students who have received 2 doses of adult hepatitis B vaccine (Recombivax) which is recommended for children 11 to 15 years old.
4. Students enrolling in the 6th grade includes students who are entering, repeating or transferring into the 6th grade and students who are enrolling gradeless classes and are the age equivalent of 6th grade. Two (2) dose of varicella vaccine is recommended for students who receive the first dose on or after 13th birthday.

Administration of Medication

Non-self-directed student: The school nurse may administer medication to a non-self-directed student when a parent or guardian submits a written request from a physician indicating the frequency and dosage of prescribed medication.

Self-directed student: Any self-directed student may take medication during school hours if he/she keeps the medication in the nurse's office and whose parent or guardian submits a written verification from a physician indicating the frequency and dosage of the prescribed medication.

The parent or guardian must assume responsibility to have the medication delivered directly to the nurse's office in a properly labeled original container.

Procedures will be developed for students taking medications off school grounds or after school hours while participating in a school-sponsored activity in accordance with State Education Department Guidelines.

Before any medication may be administered to or by any student during school hours, the School requires:

1. the written request of the parent(s) or guardian(s), which shall give permission for such administration and relieve the Governing Council and its employees of liability for administration of medication; and
2. the written order of the prescribing physician, which will include the purpose of the medication, the dosage, the time at which or the special circumstances under which medication shall be administered, the period for which medication is prescribed, and the possible side effects of the medication.

Both documents shall be kept on file in the office of the school nurse. Standardized request forms will be available from the school nurse.

SECTION 4:

SCHOOL VIABILITY

Section IV. School Viability

4.1 Building Options

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

Danbury's Mayor Mark Boughton has committed to provide facilities to accommodate the Danbury Prospect Charter School (Danbury Prospect) program (please see his letter of support in Appendix D). Danbury Prospect plans to open in the fall of 2018, so in the short term (first two years of operation), the school will operate in a temporary space. Founding Governing Council member Steve Nocera also holds the position of Director of the Mayor's Office of Project Excellence (OPE), a department whose goal is to provide cost containment, prioritization, and to ensure the completion of all approved projects. Mr. Nocera and Governing Council member and Architect Maura Newell Juan will lead this initiative and will work with the Prospect Schools team thereby ensuring expertise for facility preparation pre-opening.

Currently there are three temporary facilities being considered: 39 Old Ridgebury Road, 60 Backus Avenue, and 43 Old Ridgebury Road. All three sites would meet the near term needs of Danbury Prospect, and concept plans for the first two years for each can be found in Appendix I. The facility that is ultimately selected will accommodate the student population as Danbury Prospect doubles from 100 to 200 students and will include at minimum: eight (8) general classrooms; two (2) specialized rooms for Science instruction; one (1) Art room; one (1) Reading room; and space suitable for Physical Education activities. Space will be provided for administrative activities, as well as small rooms for individual instruction and counseling. The facility will be in compliance with all building codes and regulations governing school space, including the Americans with Disabilities Act (ADA).

Danbury Prospect will work with The Office of the Mayor to acquire the short term, interim facility deemed most suitable by January 2018, and will conduct the necessary renovations over the subsequent 6-7 months in preparation to welcome students in September 2018.

By year three of operation, Danbury Prospect will transition to a permanent facility provided by the Mayor's team designed and equipped to support a combined MS/HS (grades 6-12) of approximately 725 students. This facility will consist of a minimum total of (30) general classrooms; four (4) Science Rooms, including a minimum of two (2) equipped as Labs, with gas, plumbing, etc; one (1) Art Room; one (1) Music Room; one (1) Library; a Gymnasium and Cafeteria, at least one of which must be suitable for auditorium/assembly use; and administrative, small group instruction and counseling spaces. Comprehensive specifications for the permanent facility can be found in Appendix I.

- 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.*

Each of the potential short-term sites described above (39 Old Ridgebury Road, 60 Backus Avenue, and 43 Old Ridgebury Road) would be suitable for Danbury Prospect Middle School. Governing Council member and Architect Maura Newell Juan has conducted initial feasibility studies and prepared concept plans for each. While each have been determined viable, Maura together with the Prospect Schools facility team and The Office of the Mayor will ensure that building ultimately chosen can and will be renovated and brought into compliance with all applicable school building codes according to our timeline for opening Fall 2018 as described above.

As shown in Appendix I.2, the site at 39 Old Ridgebury Road would consist of two floors of a large pod, with entrance and 6th grade on one floor, and 7th grade and cafeteria on the second. While this site would not include a dedicated kitchen or gym, it would include a separate cafeteria and an option to contract with the building's commercial catering kitchen for lunches. The second presented option, 60 Backus Ave, is currently a vacant warehouse behind the Waterworks offices. It would lay out well for a middle school, and with only modest renovation could accommodate all required classrooms for 6th and 7th grades, including spaces for

cafeteria, kitchen and gym. The third site option, 43 Old Ridgebury Road, is another large warehouse space, which would be similar in scope and layout to the Backus Ave project, but may afford more space for the possibility of transitioning to a permanent home for Danbury Prospect.

During the first two years of operation in the temporary facility, the Danbury Prospect team will work with The Office of the Mayor to secure and renovate a permanent facility, and has already engaged with realtors in the Danbury market to search for a suitable long term site. The expert team will also explore the potential incorporation of the temporary site into longer term plans for a campus to house grades 6-12, and will prioritize selection of a final temporary site based on this potential. Attached in Appendix H are the full specifications of the permanent building as prepared by the Prospect Schools facility team for the Mayor's office.

Danbury Prospect Council Members Stephen Nocera and Maura Newell Juan on the ground in Danbury bring a wealth of development and facilities expertise to the team. Combined with the experience and skill of Prospect Schools' facility team, led by Director of Finance Hillary Prince, who has successfully negotiated leases for all Prospect Schools to date, and managed school construction projects ranging from simple renovations to ground-up new construction, the Danbury Prospect team is well equipped to expertly handle the timely execution of both the temporary and permanent building solutions for the Danbury Prospect Charter School program.

4.2 Financial Plan

To assist applicants in responding to the below questions, the CSDE has developed templates for a pre-opening budget statement, a projected five-year budget statement, and a projected cash flow for year one of operation. The templates are available in Appendix C as well as here: <http://www.sde.ct.gov/sde/lib/sde/Excel/equity/charter/2014budget.xls>. The templates are designed to keep financial reporting requirements at a minimum, while enabling compliance with monitoring standards and comparability to public school financial data. They are merely sample formats; they may be amended, as necessary. The CSDE encourages applicants to seek assistance from their financial adviser and/or Certified Public Accountant in preparing budget statements and in designing a financial plan and control system for a proposed school. The financial plan must reflect the expenses related to all commitments proposed in this application through the proposed school's fifth year of operation, including the school's mission, education program, expected student population, human resources, professional development, facilities, and growth plan. Financial projections must include total documented sources of revenue including the state per-pupil grant and other grants (federal, state, and private) and fundraising. If relying upon philanthropic support, please indicate the source and amount of such support, and attach a letter of commitment as documentation. When projecting salaries and benefits, please provide supporting evidence, including the title and salary of each position by line item and year.

A detailed enrollment chart along with student populations breakdowns can be found within the Financial Plan template (found in Appendix H) on the "Enrollment" tab. In addition, a complete list of positions, salaries and benefits can also be found within the Financial Plan template on the "Staffing & Compensation" tab.

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

The pre-opening budget statement detailing start up activities with regard to revenues and expenditures can be found within the Financial Plan template on the "Pre-Opening Budget Statement" tab.

- 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 five year budget statement detailing the estimated financial activity of the proposed school for the first five years of operation in regards to revenues and expenditures can be found within the Financial Plan template on the "Projected 5 Yr Budget Statement" tab.

- C. *Present a projected cash flow statement for year one of operation to show the estimated movement of funds in and out of the proposed school for year one of operation. 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 projected cash flow statement for year one of operations detailing the estimated movement of funds in and out of the proposed school for year one of operations in regards to revenues and expenditures can be seen within the Financial Plan template on the "Cash Flow Schedule" tab.

- 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.***

N/A- Danbury Prospect does not intend to borrow any funds.

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

The Danbury Prospect Head of Operations manages the finances for Danbury Prospect with oversight from the Danbury Prospect Governing Council and the Director of Finance for Prospect Schools. S/he must have strong budget management experience and experience with financial reporting as a minimum qualification for this role. In addition to the Head of Operations, a Finance Coordinator will track and maintain business expenses using the QuickBooks system, Fund E-Z and following GAAP. This role requires 2-5 years of experience working in operations, accounting, business, finance or another relevant field. Both roles will be overseen by both the Danbury Prospect Governing Council Chair of the Finance Committee and the Director of Finance for Prospect Schools.

In addition to the positions and qualifications listed above, the Danbury Prospect Head of Operations is responsible for school purchasing and adheres to the following approval thresholds: the Principal may approve purchases up to \$1,000, the DoF must additionally approve purchases above \$1,000, the Prospect Schools Executive Director must approve purchases greater than \$10,000, and the Danbury Prospect Governing Council Chair of the Finance Committee must approve purchases greater than \$20,000. Once Danbury Prospect adds a fourth class of students, a Purchasing Coordinator will be recruited, hired and based at Danbury Prospect.

Capital investments, including technology purchases, will be coordinated centrally through the Prospect Schools CMO network IT manager. The CMO finance team is composed of: Accounting Manager, Accounts Receivable and Accounts Payable Specialists, and a Capital Projects Manager. The job descriptions for each of these roles is included in Appendix G as each has precise job qualification including a minimum of a Bachelor's in a related field and experience working with accounting software.

- 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 GAAP with adequate systems of internal controls. Also, please describe how the school will track finances in its daily business operations.*

Financial Management

Danbury Prospect maintains Generally Accepted Auditing Practices (GAAP) in all its financial management systems. In June of each year, the Danbury Prospect Governing Council's Finance Committee will review and recommend for approval to the full Governing Council an annual fiscal budget for the coming year, and a 5-year plan.

In February of each year, prior to the above recommendation and approval, the CMO Director of Finance ("DoF") will develop a target budget that is based on the prior year's approved five year plan. DoF will share a draft target budget with Danbury Prospect. Between March and May, the DoF works closely with the Danbury Prospect school leadership team to finetune the budget draft ensuring the school is resourced in a prudent manner.

Danbury Prospect Charter School has a clearly defined five year financial plan. Midyear of each school year, the DoF and the Danbury School Leadership team will conduct a series of meetings to analyze the upcoming school year's budget as outlined in the five year plan. Adjustments to the upcoming school year's budget will be made based on staffing and programmatic needs to achieve the proper balance between financial responsibility and providing the best possible education for the students. In the spring of each school year, a revised budget will be presented to the Governing Council for approval.

On an ongoing basis throughout the year, finances are closely monitored against budget, both by the Prospect Schools finance team and Danbury Prospect school leadership team. On a monthly basis, a Budget vs Actual report is run by the CMO from the accounting system (Fund EZ), which is then uploaded into Danbury Prospect' Budget Tool (a Google workbook) for visibility. On a quarterly basis, the Danbury Prospect leadership team will be required to provide updated year end budget projections based on this data, as well as provide commentary on any material variances. The DoF will subsequently present these updated projections to the Board.

Fiscal Controls

The Governing Council of Danbury Prospect will use the GAAP aligned Fiscal Policies and Procedures handbook that was developed and has been used by Brooklyn Prospect Schools for the past eight years. The handbook is revised annually and has helped ensure the Brooklyn schools' fiscal viability and clean audits year after year.

Tracking Finances

The budget is monitored for accuracy on a monthly basis by both the DoF and the Governing Council Finance committee. This is done by comparing actual expenses to the pro-rated budgeted amounts, and each expense line item is scrutinized for large variances. This process not only provides the DoF and school leadership with frequent feedback on current year performance, but it will also allow the school to budget with greater accuracy in future years. If material mid-year modifications to a budget are deemed necessary, the DoF will work to prepare the modified budget and receive Council approval for it.

Please refer to the handbook (Appendix J) for complete details. Finally, the handbook will be updated once the Danbury Prospect Charter School is chartered and the CMO agreement takes effect to ensure it applies to all the laws and standards in the State of Connecticut.

4.3 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)(v); and (4) making efforts to reduce racial, ethnic, and/or economic isolation*

Operational Goals at All Levels

During the planning year, Danbury Prospect will work with Prospect Schools and the Governing Council to develop a robust accountability plan that will include academic, operational, financial metrics (dashboard) by which to measure the program. The dashboard will be presented to the Governing Council at meetings with updated information to inform discussion on any needed revisions that need to be made to the program. These key performance indicators will include:

- Leadership & Organizational Systems
 - Inspirational leadership
 - Academic leadership
 - Organizational leadership
 - Communications and Relationship Management
 - Leader Self-Awareness
 - Distributed Leadership
- Human Capital
- Culture & Climate
- Teaching & Learning
- Operational (including student enrollment) & Financial Benchmarks

1. Demonstrating Educational Progress of Students

Each year, clear goals are set for achievement measures which are recorded in conjunction with the principal, department heads and teachers in relation to externally benchmarked goals. These goals include school-wide, grade-level, classroom, staff and student goals which are measured throughout the year including the collection and analyzing data from benchmark, formative and summative assessments. Finally, students set individual growth goals following the completion of their diagnostic tests at the start of the academic year. Bi-annual student/family/advisor conferences are held. In preparation for these conferences, students will prepare a portfolio of work where they can highlight what they are most proud of and identify what their SMART goals will be for the upcoming months.

In order to support the achievement of annual performance goals for all students, additional professional development goals, specific to the grade level, to classrooms and to individual teachers are also drafted at the start of the year. Teachers will work in collaboration with the Principal to identify the highest leverage areas for growth (ex. classroom management, data analysis, differentiation, etc.) and comprehensive action steps are taken to achieve growth against this goal. A summary of this process can be found in the Performance Management Handbook in the Appendix L. Accountability for progression against these goals is embedded in the standing 1:1 conversations between teachers and supervisors (held minimally 2x/month). A more comprehensive check in against professional development goals is conducted during the mid-year evaluation process and course corrections to ensure completion of the goals by the end of the year may be added at this time. While specific administrators, such as the principal, department heads or grade level leaders may be responsible for grade-level or school-level goals (ex. Cross-disciplinary literacy initiatives, embedding internationalism, etc.), the same process is maintained to ensure accountability in the successful completion of these goals.

2. Meeting Stated Missions and Goals

Evaluation data will be used by the Governing Council and the Danbury Prospect leadership to meet Danbury Prospect's stated mission and goals. This data will be used to develop improvement plans and to identify and amplify effective practices by:

A. Evaluation of School

Danbury Prospect will undergo a Quality Review twice a year. The purpose of this review is to evaluate the school's effectiveness and its progress in meeting its achievement goals as well as its operational and fiscal efficiency.

Quality Reviews will focus on the efficacy of the instructional core across classrooms, school culture, and structures for improvement. Both reviews will last two days, and areas in need of improvement (as identified in the fall Quality Review) will anchor the spring review. Both reviews will be administered by five to six experienced educators acting as critical friends. For the operational and fiscal review Danbury Prospect will utilize external critical friends and consultants to review the operational processes as well as fiscal policies, practices, and position.

B. Evaluation of Programs and Initiatives

The school and its staff, under the guidance of the Principal and Prospect Schools will assess each program and initiative in terms of how it will impact Danbury Prospect's school-wide goals. Evaluative methods will take a number of forms ranging from qualitative evaluations such as pre- and post- program focus groups, interviews, and questionnaires to program evaluations involving quantitative methods that estimate the impact of various school programs on academic and non-academic measures such as attendance, retention, student learning outcomes, and student and family satisfaction survey results.

3. Attract, Enroll and Retain Students

Danbury Prospect is excited to recruit a student body that reflects the full diversity of the City of Danbury. During the planning year, the Danbury Prospect team will continue the extensive outreach with the community that began two years ago.

According to the District Profile and Performance Report for school year 2015-16⁷⁴ for the Danbury School District, 19% of Danbury Public School students are English language learners (ELL) 50% of students are economically disadvantaged and 11% of the student population are classified as students with disabilities. Danbury Prospect anticipates seeing approximately the same at Danbury Prospect. In addition to actively recruiting and enrolling this diverse population, Danbury Prospect is committed to retaining these students year after year to provide a continuous education that inspires a lifelong love of learning.

The ELL, students with disabilities, and economically disadvantaged populations will be monitored and retention tracked similarly to the way they are tracked at the NYC Prospect Schools. The goal will be to remain on par with the district public schools in terms of students returning to Danbury Prospect each year just as Prospect's NYC school retain students at a higher rate than the district schools because of the rigor and expectations of the program.

4. Reduce Racial, Ethnic, Economic Isolation

A number of specific action steps will be in place to ensure that Danbury Prospect meets the goal of having students who look different, and think differently sitting side-by-side and learning from each other in our classrooms, including, but not limited to:

- Heterogeneous grouping
- Robust Integrated Co-Teaching model
- Individualized schedules for all students (no tracking)
- Opt-in opportunities for academic advancement (ex. Embedded honors program)
- Explicit diversity education delivered via the Advisory Program
- 1:1 student and family support offered by the Advisor and Advisory Program
- Extensive, on-going professional development of teachers focused on student needs (ex., culturally responsive classrooms, restorative justice, etc.)
- Free academic supports (tutorials, after-school office hours, drop-in summer assignment help, break academies, summer school)

⁷⁴ District Profile and Performance Report for School Year 2015-16 - Danbury School District,
http://www.danbury.k12.ct.us/assets/SSP_2011_2012.pdf

- Free uniforms provided through the recycled uniform program
- Fee-waivers for whole-school or required field trips for qualifying students
- Recruitment and retention of diverse teaching staff
- Translation services are made available as needed for families

In Danbury 87.2% of Danbury educators are White with just 6.8% identified as Hispanic or Latino and 3.9% identified as African American. While the district has a variety of initiatives (Minority Recruitment and Retention Committee; Minority Pipeline Grant with Western Connecticut State University and CT State Department of Education) to improve the percentage of minority employees, there is more that can be done. At Prospect Schools in Brooklyn, 62% of 2017-18 school year hires identify as people of color, Prospect Schools will continue to use innovative and targeted recruitment strategies to ensure teachers at Danbury Prospect reflect the rich diversity of the Danbury community.

School leadership and faculty, under the guidance of the Principal, will review results from the annual student survey and implement support plans or revisions to the academic program as necessary to ensure a reduction of racial, ethnic and economic isolation. Data Systems and processes to track this information include:

1. Danbury Prospect will track academic, programmatic, financial and operational data on a daily and monthly basis using systems developed and improved over eight years at Prospect Schools
2. The Council will receive quarterly updates on academic, financial and operational key performance indicators as well as analyses on how Danbury Prospect is continually seeking to improve.
3. Danbury Prospect will assess all parent, students, and partners, bi-annually to gauge their satisfaction in the life of the school using surveys and focus group discussions. The data gathered from these surveys will lead to programmatic and academic adjustments and changes as needed.
4. Danbury Prospect will receive two Quality Reviews from “critical friends” to analyze and provide data that will inform immediate changes and longer term issues to address

4.4 Timetable

- A. *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.*

Danbury Prospect has created the timeline below showing approximate dates and timeframes for key activities. The Governing Council of the School, along with Prospect Schools, will track and manage the timetable and all pertinent issues will be discussed at the meetings of the Council. Further, Prospect School has effectively opened four schools in New York and has an intimate understanding of the start up and opening phase.

| ACTION | TIMEFRAME | NOTES |
|---|------------------|--|
| General | | |
| Danbury community engagement and outreach | 10/2015- ongoing | The Danbury Prospect founding team began community outreach in 2014 and has remained engaged adding a physical office space and local project manager since 2016 |
| Charter submission and approval | 8/-11/2017 | Submitting in August, Decision expected in 90 days |

| | | |
|--|------------------|---|
| File for Connecticut 501(c)(3) status for school and state tax exempt status | 11/2017 | Paperwork is filed with the CT Secretary of State |
| Governance | | |
| Governing Council Recruitment | 1/2017 -10/2017 | Council member recruitment began in early 2017. All members selected by 10/2017. |
| Proposed Founding Governing Council assemble | 7/2017 | During meeting will establish outline orientation and training, and institute governance committee |
| Full Governing Council meet | 11/2017 | Ratify bylaws, strategic planning, orientation and training for new members |
| Agree on and sign term sheet with Prospect Schools | 1/2018 | Upon receipt of the charter, the Governing Council will review and ratify term sheet |
| Academics | | |
| Instructional Staff recruitment | 11/2017-5/2018 | Principal is already identified, focus on hiring operation head, teachers and building relationships with local teacher training programs |
| Hire Instructional Staff | 6/2018 | All hires made by this date |
| Professional Development for instructional staff | 7/2018-8/2018 | All Danbury Prospect teachers will receive training in International Baccalaureate programs, student centered learning, managing advisory, social-emotional development |
| Adapt Prospect Schools Curriculum for Danbury | 11/2017- ongoing | Danbury Prospect will benefit from an in-house developed curriculum and will focus on tailoring it to meet all Connecticut standards as well |
| Curriculum units and cross planning | 11/2017- ongoing | Selecting, refining and planning collaborative units across subject areas |
| Operations | | |
| Recruit Head of Operations | 10/2017 | Head of Operations recruited through networking & online media posting |
| Hire Head of Operations | 12/2017 | Prospect Schools works with Principal to screen. Principal makes final decision. |
| Sign lease for facility | 12/2017 | Danbury Prospect will be housed in a short term facility for the first 2 years |
| Facility renovations | 1/2018-5/2018 | Prospect Schools will oversee the design and renovations to ensure on time opening |
| School website launched | 10/2017 | Details/timeline to opening released on site. |

| | | |
|----------------------------|------------------|---|
| Student recruitment | 10/2017- ongoing | Families have expressed interest since 2015- Formal Info sessions announced |
| Service provider research | 11/2017 | Food provider, health services, transportation provider (tbd after lottery) |
| Student applications | 1/2018-4/2018 | Families submit applications |
| Lottery | 4/2018 | Admissions lottery conducted and families notified |
| Service providers selected | 4/2018 | Head of Operations will work with Prospect Schools to sign contracts |

4.5 Transportation

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

- A. 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 student**

State law requires school districts to provide transportation for all school-age children whenever it is "reasonable and desirable" ([CGS § 10-220\(a\)](#)). Upon Danbury Prospect receiving its charter, Danbury Prospect anticipates working with the Danbury School District contracted school bus company to determine a feasible plan for providing transportation for students who reside in the district. Danbury Prospect does not anticipate serving students who live outside the Danbury district.

Preferences

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

N/A

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

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.

Danbury Prospect is applying to locate in Danbury, Connecticut which is both a Priority School District and an Alliance District. Danbury is the largest city (population: 83,000⁷⁵) in Connecticut with no Charter School option and is currently an overcrowded school district, according to data provided for the school district⁷⁶. The Danbury district projects significant increases in grades 6-8 due to larger cohorts currently matriculating in the elementary schools. The result will likely be a 8.6% middle school increase over the next 4 years. The high school will also be impacted by larger cohorts, with a 14% increase over the next 5 years.

Prospect Schools specializes in the design of intentionally diverse schools and is well positioned to support the growth of Danbury Prospect. The combination of rigorous academics, robust social-emotional programs and highly qualified teachers form the core of Danbury Prospect's program to support the needs of a diverse student population.

The leaders of Danbury Prospect understand that when students' intellectual activity transcends the boundaries of the classroom and extends into the culture of their daily lives, students are given a greater opportunity to shape who they will become in the future. Student growth, however, depends on more than a rigorous academic devotion, students social emotional developmental health needs also need to be supported.

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 worksite. 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

⁷⁵ Content provided by the US Census bureau for the years 2010, 2011, 2012, 2013, 2014 and 2015, 2016.
<https://suburbanstats.org/population/connecticut/how-many-people-live-in-danbury>

⁷⁶ Comprehensive Enrollment Analysis and Projections Prepared for Danbury Public Schools, Feb 1, 2017 by Malone MacBroom

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 with the exception of 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 particular 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: Daniel K. Rubenstein, Trustee- Prospect Schools, Inc

Address: 30 Main St

City and Zip Code: Danbury, CT

Phone and Fax: Tel. (718) 643-1086 ext. 4000; info@prospectschools.org

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

Danbury Prospect Charter School seeks an enrollment cap waiver. Connecticut law includes a cap of 250 students per state board of education-authorized charter or 25 percent of the enrollment of the district in which the charter is located, whichever is less, and 300 students per state board of education-authorized K-8 charter or 25 percent of the enrollment of the district in which the charter is located, whichever is less. Danbury Prospect seeks to waive this enrollment cap and serve a total of 770 students in grades 6-12.

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

Danbury Prospect Charter School plans to be a 6-12 school in order to offer both the Middle Years Program and the Diploma Program within the International Baccalaureate Program. Given the extremely long waiting list at the sister schools in Brooklyn (currently 7,702 students on their wait list), the founders anticipate a similar demand for the school in Danbury, which is already a crowded school district according to Danbury Independent School District's own research. In order to stay below the 250 cap required by law Sec. 10-66bb, Danbury Prospect would be required to limit enrollment to 35 students per grade which would be financially and operationally unfeasible for the school model at all size..

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

By serving 110 students per grade, Danbury Prospect will be operationally viable while still maintaining a small cohort of students and a teacher to student ratio of 13:1. Danbury Prospect's four sister schools in Brooklyn (Brooklyn Prospect Charter School) who all share the same founders have each started with 110 students per grade, so the founders are familiar with how to ensure a strong community with classes that size.

As noted in the application, Danbury Prospect Charter School will be a 6-12 college preparatory community where excellent teachers prepare a diverse student body to have a positive impact on society and a lifelong passion for learning. To thoroughly prepare Danbury Prospect students for college and an international world, the 6-12 grade span is required for the full International Baccalaureate program.

Date of Application: August 10, 2017

APPENDIX A

- OVERVIEW OF DPCS ADVISORY CURRICULUM SAMPLE UNIT
- ASSESSMENT CALENDAR
- SAMPLE RETEACHING MATH 6 STATE TEST
- BROOKLYN PROSPECT ACADEMIC

Overview of DPCS Advisory Curriculum: Sample Units

| Grade | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---------------|---|--|--|--|---|--|---|
| Frequency | Daily | 3x/Week | 3x/Week | 3x/Week | 3x/Week | 2x/Week | 2x/Week |
| Example Units | <p>Managing Transitions</p> <p>Organization (Backpacks, Binders, etc.)</p> <p>Becoming Principled & Responsible</p> <p>Brainology: The Growth Mindset</p> <p>Know your Classmates</p> | <p>Community building, group cohesion, and group maintenance</p> <p>Goal-setting, reflection, and self-assessment</p> <p>Tools for school and learning</p> <p>Life skills, healthy development & self-care</p> | <p>Looking toward the future- high school, college, or career</p> <p>Real-world connections and service learning</p> <p>Personal passions, hobbies, and interests</p> <p>Presentation Skills: Preparation of the 8th grade portfolio</p> | <p>Managing Transitions</p> <p>Building Traditions</p> <p>Community Service</p> <p>Habits of Mind for Academic Success</p> <p>Know your Classmates</p> | <p>Teambuilding</p> <p>MYP Personal Project/Exploring</p> <p>Personal Passions and Developing Research Skills</p> <p>Academic Guidance and Counseling</p> <p>Understanding the Diploma Program</p> <p>PSAT prep</p> | <p>Personal Values Exploration</p> <p>College Prep: The Big Picture</p> <p>Post Secondary preparation: Resumes, Personal Statements, etc.</p> <p>Internships</p> | <p>College application support</p> <p>Academic remediation</p> <p>Community service</p> <p>Celebrations and Traditions</p> <p>Internships</p> |

2016-2017 BPCS Assessment Calendar

| Date order | Month | Assessment | Division | Dates | Analysis Returned |
|-------------|-------|--------------------------|-------------|----------------|-------------------|
| 2 September | Sept | NYS A MAP - Fall Reading | CH - Middle | 8/23-8/24 | |
| 3 September | Sept | F&P - Fall Assessment | CH - Middle | 9/18-9/20/2016 | |
| 4 September | Sept | MAP - Fall Assessment | CH - Middle | 9/18-9/20/2016 | |
| 5 September | Sept | MAP - Fall Assessment | CH - Middle | 9/18-9/20/2016 | |
| 6 January | Jan | MAP - Winter Assessment | CH - Middle | 1/11-1/12/2017 | |
| 7 January | Jan | MAP - Winter Assessment | CH - Middle | 1/11-1/12/2017 | |
| 8 January | Jan | MAP - Winter Assessment | CH - Middle | 1/11-1/12/2017 | |
| 9 April | Apr | MAP - Spring Assessment | CH - Middle | 4/19-4/20/2017 | |
| 10 May | May | MAP - Spring Assessment | CH - Middle | 5/11-5/12/2017 | |
| 11 June | Jun | MAP - Spring Assessment | CH - Middle | 6/11-6/12/2017 | |

2016-2017 Calendar

| Su | Mo | Tu | We | Th | Fr | Sa |
|----|----|----|----|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

| Su | Mo | Tu | We | Th | Fr | Sa |
|----|----|----|----|----|----|----|
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

| Su | Mo | Tu | We | Th | Fr | Sa |
|----|----|----|----|----|----|----|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

| Su | Mo | Tu | We | Th | Fr | Sa |
|----|----|----|----|----|----|----|
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | | | | | |

| Su | Mo | Tu | We | Th | Fr | Sa |
|----|----|----|----|----|----|----|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |

MAP has taken 6-7 days unless you change the schedule. Put in 8th period and spread
Start the 15th in 8th period, 4 gaps takes 5 weeks.
Not enough computers to do it all at the same time, configuring all different labors there is

School and after school
Special event or modified schedule
Last day of classes
Formative Assessments
Summative Assessments
Budding Dates in before calendar on WTNES google calendar

| Su | Mo | Tu | We | Th | Fr | Sa |
|----|----|----|----|----|----|----|
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

| Su | Mo | Tu | We | Th | Fr | Sa |
|----|----|----|----|----|----|----|
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

| Su | Mo | Tu | We | Th | Fr | Sa |
|----|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

| Su | Mo | Tu | We | Th | Fr | Sa |
|----|----|----|----|----|----|----|
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

| Su | Mo | Tu | We | Th | Fr | Sa |
|----|----|----|----|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |

| | | | | | | |
|----|----|----|-------------|----|----|----|
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 25 | 29 | 30 | 31 | | | |
| | | | 8th Science | | | |

| | | | | | | |
|----|-------------|-------------|-------------|-------------|-------------|-------------|
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | | | | | | |
| | NYSESLAT Sp | NYSESLAT Sp | NYSESLAT Sp | NYSESLAT Sp | NYSESLAT Sp | NYSESLAT Sp |

| June | | | | | | |
|------|-----|-----|-----|-------------|-----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| | | | | 8th Science | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| | F&P | F&P | F&P | F&P | F&P | |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| | F&P | F&P | F&P | F&P | F&P | |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |

| March | | | | | | |
|--------|--------------------------------|--|---|----------|---|----------|
| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
| 26 | 27 - A | 28 - B | 1 - A | 2 - A | 3 - B | 4 |
| 5 | 6 - B | 7 - A | 8 - B | 9 - B | 10 - A | 11 |
| 12 | 13 - A | 14 - B Snow Day | 15 - A | 16 - A | 17 - B Quiz with NS.1 and NS.7 Standards | 18 |
| 19 | 20 - B | 21 - A Ratio Do Now RPA1 // NS.C.8 | 22 - B | 23 - B | 24 - A | 25 |
| 26 | 27 - A Expressions vocab | 28 - B Written to Verbal Expressions | 29 - A equivalent Expressions with mini- quiz | 30 - A | 31 - B Ratios split | 1 |

| April | | | | | | |
|--------|---|-----------------|--------------------------|----------|--|----------|
| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
| 2 | 3 - B Evaluating / Substituting in Expressions | 4 - A | 5 - B | 6 - B | 7 - A | 8 |
| 9 | 10 | 11 Equations | 12 | 13 | 14 Quiz/Thing to plan last weeks | 15 |
| 16 | 17 | 18 | Spring Break - No School | | | |
| 23 | 24 - B | 25 - A | 19 - A | 20 - A | 21 - B | 22 |
| 30 | 1 | | 26 - B | 27 - B | 28 - A | 29 |

BPCS Academic Response To Intervention (RtI)

Brooklyn Prospect Charter School's Academic RtI is an essential counterpart to the Behavioral RtI. Like the Behavioral RtI, the Academic RtI is divided into three tiers and provides a framework for identifying students' academic needs, and for increasingly intensive interventions to ensure that all BPCS students achieve academic success.

Academic Support Tiers:

Tier 1: Universal core curriculum instruction and practices for all BPCS students

At any given time, most students demonstrate sufficient progress through core academic instruction and services provided by faculty as part of the Tier 1 universal supports. Tier 1 practices are monitored for effectiveness by measuring students' learning progress on an ongoing basis through classroom-based measures such as student work samples, common assessments and benchmarks. At times, a teacher or advisor may identify a student who is either struggling to learn the core curriculum or having difficulty maintaining appropriate behavior. In addition, universal assessments may identify students who exhibit gaps in critical skills and/or content knowledge and are in need of additional supports. The classroom teacher (with the guidance and support of the their department head and grade-level team) will implement appropriate accommodations to address these learning and behavioral concerns.

Universal Tier 1 supports include, but are not limited to:

- Classroom Based Interventions such as differentiated instruction, utilization of research-based coded interventions (PRIM), small group support, positive praise, etc.
- School-wide Interventions such as recognition at Circle and other means of public acknowledgement, Utilization of research-based coded interventions (PRIM), grade data collection and analysis by both students, advisors, and guidance counselors, etc.

Procedures for Identifying Targeted Interventions (Tier I)

1. In order to ensure that students remain successful with this level of support, teachers should participate in a pre-intervention conversation with their department head to discuss targeted interventions for any student who meets the following criteria:
 - An overall grade that falls below 65% at any point during the semester
 - An effort grade that shows a pattern of incomplete or missed assignments and/or an effort grade that falls below a 65%
 - 5 or more missed days/classes within a grading period [intervention led by the advisor in consultation with the guidance counselor]
 - Behavior Interventions (*Note: details of behavior interventions are further*

outlined in the Discipline Implementation (RtI) Guide.)

- Middle school student receives 2 or more conduct cuts within a week in a given class and/or receives 5 conduct cuts in a grading period within a given class.
 - Middle school student is removed from class two or more times within a grading period within a given class.
 - High school student receives 2 dean's detentions in a grading period within a given class
 - High school student receives 5 demerits in a grading period within a given class
2. During the 1:1 pre-intervention conversation, open the Student Needs Collaboration Log for your grade to ensure that no Tier I targeted interventions exists for the same students AND same problem. If the students already has a pre-intervention for another class, feel free to add to the existing intervention. Interventions should be logged into the Student Needs Collaboration Log Google Form which will be monitored by the Grade-Level Advisory Coordinator.
 3. Caregivers should be informed of the intervention plan by phone or email.

***** Note that a summary of progress report data will be sent from the Guidance Counselor to all advisors at the end of each grading period *****

Tier 2: Targeted interventions with ongoing progress monitoring for students in need of additional support

Tier 2 academic interventions are provided in addition to universal supports. These interventions are typically provided by classroom teachers and advisors and, where necessary, by the school guidance counselor and learning specialists. Tier 2 interventions are necessary for any student who meets the following criteria:

- Tier I interventions were minimally successful or unsuccessful
- Student receives 8 conducts (MS) or 8 demerits (HS) across multiple classes
- High school student receives 4 dean's detentions in a grading period across multiple classes
- Student receives tier I interventions in 3 or more classes.

Targeted Tier 2 supports include, but are not limited to:

- Mandatory office hours, tutorial, reading courses, or after-school support
- Academic tracking sheet(s)
- Daily check-in & check-out with advisor

- Progress monitoring by the advisor after mid-grading period
- 1:1 or group sessions with guidance counselor (skills, organizational issues etc.)
- Brief functional assessment by learning specialist



Procedures for Identifying Targeted Interventions (Tier II)

1. Teachers are encouraged to utilize bi-weekly Student Needs Meetings as a source of support and planning for students who are not successful after at least three teacher-led interventions. The Student Needs Meeting is the primary place to address concerns about specific students who are receiving only universal supports. Interventions should be tracked in meeting notes.
2. Students will automatically be escalated to Tier II supports if they are receiving targeted intervention in 3 or more classes.
3. The student's advisor (or designee) will schedule a meeting, either in person or by phone, with the parent to communicate the intervention plan as well as agree on at-home supports [behavior interventions MUST be discussed face to face with a parent]. Advisors (or designee) are responsible for tracking and monitoring progress with interventions, and communicating with the grade-level team.
4. If learning and behavior do not meet expectations, the grade-level team will EITHER design an alternate intervention OR refer the concern to the Child Study Team (CST) for a tier 3 intervention.

Tier 3: Interventions target students with significant skill deficits in specific academic areas

Tier 3 interventions target a small number of students with significant skill deficits in specific academic areas. Tier 3 interventions are necessary for any student who meets the following criteria:

- Student was unsuccessful in previous interventions.

Tier 3 academic supports may include, but are not limited to:

- Individual and longer duration interventions through tutorial and office hours
- Mandatory participation in mid-winter and/or spring academy
- Mandatory office hours and participation in the after-school Skills For School Success course or HS Academic Resources course
- Intense instructional accommodations and modifications in the classroom
- Counseling with guidance counselor to discuss credit recovery options
- Ability to make-up assignments for 100% credit
- Additional supports as identified by the advisor, guidance counselor, and student

In order to ensure that students receiving Tier 3 interventions receive all necessary supports, all

students requiring Tier 3 interventions will be referred to the BPCS Child Study Team. The team will consist of a learning specialist, a member of the School Culture team, a member of the Youth Development & Counseling Team, an Advisory Coordinator and, where indicated, the school principal. The student's advisor and caregiver(s) will also be responsible for attending the team meeting when his/her advisee is being discussed. A timeline and benchmarks will be set, and a plan of action memorialized in an updated Bright Star Plan and Child Study Team Meeting Notes and the possibility of retention and/or mandated Summer Academy will be discussed.

In Support Of Academic RtI

The Student Needs Meetings and Child Study Team serve as the foundation for supporting the Academic RtI process. See flow chart for detail.

Teacher/Advisor/Guidance Counselor actions in support of the academic RtI

| Actions | Lead | Due Date |
|--|-----------------------|-----------------------|
| Office Hours | | |
| Faculty complete the <u>Office Hour Planning</u> document during the first grade-level meeting. | Advisory Coordinators | Before school begins |
| Establish an <u>Office Hours Matrix</u> for each grade level. | Advisory Coordinators | Before school begins |
| Communicate individual teacher office hours and the Office Hours Matrix to students and parents via the course syllabus, teacher pages, and advisory. | Faculty | Second week of school |
| Faculty determine which students need weekly scheduled support. Schedule students in office hours and add their names to the <u>Scheduled Office Hour Roster</u> . Advisors speak with parents and students to create "buy in" for participating in office hours. | Faculty | Oct. 1 |
| Advisors use 1:1 conversations to discuss use of office hours with each student, starting with our highest-need kids. Students complete the <u>Student Office Hour Planning</u> document. | Advisor | Oct. 1 |
| Mandatory Office Hours Draft letter to parents (advisory coordinator) Deliver letter to parents via student backpack and email (advisor) | Advisory Coordinator | After MP1 |
| Homework Detention | | |
| Yearly review the <u>HW Detention Policy</u> . | Faculty | Before school begins |
| <i>Advisors will be responsible for the following:</i> 1. Logging the detention on the <u>Office Hours Matrix & Detention List 2013-14</u> 2. Informing the advisee's family of the detention via email or phone call. A confirmation should be obtained (although that may not always be possible). 3. Sending the advisee home with a copy of the grade report for it to be signed (for "U" grades only. Signatures required only for MS) | Advisor | Weekly |

| | | |
|--|---------------------|---|
| <i>Subject Teachers will be responsible for:</i> 1. Running one HW detention per week (in lieu of office hours) 2. Recording student attendance on the HW detention spreadsheet | Faculty | Weekly |
| <i>The program coordinator will be responsible for:</i> 1. Printing and distributing to advisors grade summaries for students who received a U in any class. 2. Reviewing the weekly detention attendance. A list of all students who did NOT attend the departmental HW detention will be forwarded to the School Culture Team by end of day on Friday. | Program Coordinator | Weekly |
| Grade Data Collection & Analysis | | |
| Advisors will print out a multi-student section report at the midpoint of each grading period to determine whether interventions need to be put into place for their advisee before the end of the grading period. Contact parents if needed. | Advisor | Midpoint of each grading period |
| Advisor will collect and review student goal-setting forms when submitted at the beginning of each grading period. Schedule 1:1 conversations as necessary. | Advisor | Beginning of each grading period-minus P1 |
| Guidance counselor will print out achievement and effort grade reports, analyze the data, and present findings to grade-level coordinators and principals. | Guidance Counselor | Beginning of each grading period-minus P1 |
| Chronic Absenteeism | | |
| Guidance counselor, with the support of school coordinators, will collect and track attendance data and communicate to advisors re: which students have been absent more than 5 days. | Guidance Counselor | Beginning of each grading period-minus P1 |

Important Additional Notes/Points of Clarifications for Advisors

- Understanding Executive Functions: Our intervention-building system is based upon the idea that behavioral and academic challenges can be understood in terms of underlying skill deficits. Rather than focus on getting behavior under control, or just giving more generalized academic support, we strive to craft interventions that will help students to strengthen relevant executive functioning skills. There will be opportunities to learn more about this approach throughout the year, but advisors (especially those without much training in this approach) should feel free to consult with any member of our Executive Functioning Support Team at any time.
- Child Study Team Participation: Child Study Teams are in the process of being formed. If you have expertise in crafting comprehensive interventions for students and are interested in participating, please contact Elissa Gelber by next Wednesday, October 16th.
- Communication with Guidance: Danielle White, Guidance Counselor, is responsible for the collection and communication of data relevant to the Academic RtI. She will let you know when one of your advisees meets the criteria for pre-intervention, or more intensive intervention. Please make sure to send her copies of all completed Bright Star Tools.
- Questions? Danielle will be overseeing the Academic RtI process at BPCS this year. Please contact her (or your Advisory Coordinator) with any questions - dwhite@brooklynprospect.org.

APPENDIX B

- FOUNDING TEAM RESUMES

Daniel Kikuji Rubenstein

334 Second Street Apt. 2D, Brooklyn, NY 11215
(917) 270 – 4117, drubenstein@brooklynprospect.org

PROFESSIONAL EXPERIENCE:

Brooklyn Prospect Charter School, Brooklyn, NY

Executive Director September 2009-present

Execute and oversee day-to-day school operations. Report directly to the board of trustees. Manage senior leadership team, including three division heads, Director of Operations and Finance, and Director of Institutional Advancement. Primary liaison to the parent leadership. Manage an annual audit and \$10 million budget. Collaborate with the board of trustees to construct a strategic plan. Represent the school at employee and public events. Direct admissions strategy, leading to over 1500 applications in 2013.

Expanding the program to elementary and high school. Growing enrollment to over 600 students in grades k, 6-10. Oversaw International Baccalaureate (IB) Middle Years Program accreditation. Led 5-year State University of New York (SUNY) Charter Schools Institute authorization, receiving full 5-year renewal. Negotiate 3 facility leases valued at more than \$50 million for 30 years. Oversee \$3 million in capital renovations. Foster Brooklyn Prospect's national reputation for providing high quality teaching and an innovative educational experience to an extraordinarily diverse student population.

Co-Founder July 2007 to September 2009

Founded a new type of public school, combining the focus on families and excellence in teaching found in independent schools with the access and accountability of public education. Led a planning team to develop a comprehensive 6th-12th grade program. Recruited a not-for-profit board of trustees with complimentary skills in education, finance, law and real estate. Wrote a chartering document and led the organization to be authorized by SUNY.

Negotiated a facility, hired faculty and staff, raised \$1 million in public grant and private start-up funding, oversaw the financial and business operations, managed media inquiries, led the founding faculty in program development, and launched the school in 2009 with 110 sixth grade students.

Collegiate School, New York, NY

Mathematics Department Head September 2002 to June 2007

Led Middle and Upper School mathematics departments with 9 teachers. Reformed a traditional mathematics program by incorporating technology, innovative pedagogy, reflective professional development and a skills based curriculum. Initiated lesson study, an intensive collaborative professional development program. Administered school-wide academic policies as a member of the Academic Council. Participated in the creation of a 10-year strategic plan. Honor committee chairman.

The SEED Public Charter School of Washington DC

Mathematics Department Head September 2000 to June 2002

Designed mathematics curriculum grades 7-12 for a new public charter school. Raised student mathematics achievement on average of two years within a single year. Created a 1-1 tutorial program between local professionals and students with additional needs. Supported fundraising and media relations.

Sidwell Friends School, Washington DC

Assistant Dean of Students August 1999 to June 2000

Administered student discipline policies. Upper School faculty liaison for facilities projects. Worked with the Principal to set Upper School capital budgets and oversaw expenditures. Planned new student orientation.

Mathematics Teacher September 1992 to June 2000

Instructed mathematics courses ranging from remedial Geometry to AP Calculus. Served on numerous committees, including honor committee and diversity. Faculty mentor to new mathematics teachers.

School Year Abroad, Beijing, China

Assistant Director and Mathematics Teacher August 1996 to January 1997

Taught mathematics to students from 21 different public and independent upper schools. Examined the student's home school curriculum and made all placement decisions. Designed mathematics program to fulfill the needs of the diverse student body.

EDUCATION:

COLUMBIA UNIVERSITY TEACHERS COLLEGE, KLINGENSTEIN CENTER

Master of Education in Education Leadership, May 2007

ST. JOHN'S COLLEGE, GRADUATE INSTITUTE OF LIBERAL STUDIES, Santa Fe, NM

Master of Arts in Liberal Studies, August 2000

HAMILTON COLLEGE, Clinton, NY

Bachelor of Arts in Mathematics, May 1991

ADDITIONAL QUALIFICATIONS:

SchoolNet.com Viewpoints 2007-2011

Featured Blog, *School 2.0*, School creation and innovation

National Academy of Science

Associate member of the Teacher Advisory Council 2004 to 2007

K-12 Group Participant, *Rising Above the Gathering Storm*, Energizing and Employing America for a Brighter Economic Future, 2006

Corwin Press

Reviewer Academic Manuscripts 2005 to present

Presidential Award for Excellence in Mathematics and Science Teaching

2002 award winner

National Board for Professional Teaching Standards

Certification in Adolescence and Young Adulthood Mathematics Awarded 1999 to 2009

School Evaluation Teams

Little Red School House Elizabeth Irwin, Roxbury Latin (math department only),
Harlem Village Academy Charter School

Education Workshop Leader

Leader of professional development works on teaching with technology, reflective professional development including Friends Seminary, Trevor Day School, City University of New York and National Board Certification 1998 to 2010

CONFERENCE PRESENTATIONS:

Illinois Statewide Charter Schools Conference, 2013, "Integrated Charter Schools: The Next Wave in Education Reform"

Featured Speaker at Baruch College public affairs week, 2010, "What should Schools be Doing?"

Panel Presenter at Teacher's College Academic Festival 2010, "Schools from Scratch: A Panel of School Founders & Heads of Schools"

Hathaway Brown Innovation Summit, 2010, "Shaping the Teachers of the Future," with Pearl Rock Kane and Luyen Chou

Kim M. Raccio

EDUCATION:

| | |
|--|--------------------|
| Southern Connecticut State University , New Haven, CT, USA Bachelor of Science, Biology <i>Cum Laude</i> ; Minor, Marine Science | 1997 |
| Southern Connecticut State University , New Haven, CT, USA Connecticut Department of Education - Educator Certificate in Biology 7-12 | 2006 |
| Columbia University Teachers College , New York, NY, USA Master of Arts, Education Leadership, concentration Independent School Leadership | 2007 |
| University of Bath , Bath, United Kingdom Doctor of Education, International Education | <i>In progress</i> |

TEACHING/WORK EXPERIENCE:

| | |
|---|--|
| Founding High School Principal. | (2012–2015) |
| Elementary Leadership Resident. | (2015-2016) |
| Principal, New School Development. | Brooklyn Prospect Charter School. Brooklyn, NY, USA (2016-present) |

Responsibilities as Founding Principal of Brooklyn Prospect Charter School High School: Hiring, oversight, training and evaluation of teachers, teaching apprentices, department heads and staff; Fostering a collaborative professional school culture where faculty and staff are empowered in school-wide decision making in the areas of their professional expertise; Short and long-term academic planning in alignment with the NY Regents, State University of New York (SUNY), International Baccalaureate (IB) Middle Years (MYP) and Diploma Programmes (DP) requirements; Curricular scope and sequencing and curriculum development; Oversight of IBDP application process (awarded April 2014); Development and implementation of comprehensive professional development program, school culture/disciplinary process, academic and co-curricular programs; Primary point of contact for parents and families; Management of HS budget; Marketing and public relations; Member of senior management team; Academic advisor.

Responsibilities as Elementary Leadership Resident: Principal Appointee for Danbury Prospect Charter School (anticipated opening Fall 2018); Oversight of CT charter writing process, academic planning, and any necessary elements of school planning; Training and evaluation of teachers of teachers within the Elementary School (ES) "Specials" department (Art, Dance, Physical Education, Science, Spanish); Specials Department Head; K-2 Music Instructor; Oversight of ES Free & Reduced Lunch program, development of the ES English Language Learner program; curricular support for implementation of the IB Primary Years Program.

Responsibilities as Principal, New School Development: Co-principal for opening of Brooklyn Prospect Charter School - Clinton Hill Middle School Campus (see above for responsibilities as founding HS Principal); Principal mentor; Member of network-wide strategic planning committee.

Consultant. US/International Studies Program (USISP). Ashville College. Harrogate, United Kingdom (2015-2017)
Training and oversight of on-the-ground staff for the US/International Studies Program at Ashville College; Academic advising to incoming US students; Oversight of US university application process; Curriculum development; On-going program support - including oversight of budgets, US school records, academic/cultural initiatives including the development of transitional counseling program, staff training and marketing; Liaising with the US State Department, Military and relevant US governmental organizations USISP development; Advisor/facilitator for Initial School Accreditation with the New England Association of Schools and Colleges/Council of American Independent Schools Abroad (NEASC/CAISA).

Assistant Head of School, Academic. (2009–2012)
Director, American Studies Program. Kingham Hill School. Kingham, Oxfordshire, United Kingdom (2007-2010)

Responsibilities as Assistant Head of School, Academic: Staff hiring and appraisals; Curriculum development; Director of Sixth Form including training of all Sixth Form Tutors and oversight of the UCAS/University application process; day-to-day academic and social operations of Sixth Form; Coordinator and Lecturer for Sixth Form Seminar Program; Line-manager for Specific Learning Differences, Talented and Gifted, Careers, American Studies and Library departments; Management of the Scholarship Program; Development and Management of whole-school academic tutorial system; budgetary oversight of relevant departments; Head of Educational Committee to the Governors; Development and delivery of whole-school INSET programming with emphasis on Independent Learning and 21st Century Skills; Preparation for ISI and Ofsted inspections; Deputy Child Protection Officer; Marketing and Public Relations.

Responsibilities as Director of American Studies: Founder of the American Studies Program (ASP), the first integrated academic program in the United Kingdom supported by the US Department of State/Office of Overseas Schools allowing US students the educational opportunity to study at a traditional British boarding school while continuing to meet US educational requirements during their time abroad; liaising with the US State Department and US Military on ASP program development; Steering Committee Chair for Initial School Accreditation with the New England Association of Schools and Colleges/Council of American Independent Schools Abroad (NEASC/CAISA) successfully resulting in Kingham Hill as the first British Independent school to be accredited by NEASC; academic advising to all incoming US students; US university counseling and oversight of the US university application process; curriculum development; day-to-day program support - including management of staff, budgets, transportation, school records, academic/cultural initiatives including the development of transitional counseling program, staff training and marketing.

Responsibilities as Teacher of Science: A-level Biology, Genetics, GCSE Environmental and Land Based Science; Middle School General Science; annually obtained outstanding value-added results, particularly in GCSE science.

Additional Whole-School Responsibilities: Site coordinator for K12 International Academy (online); Academic Tutor and Boarding House Support Staff; SMT Emergency On-Call; Yearbook Advisor; Musical Theater Sound Engineer, Ambassador Program/Global Issues Network, Debate, Swimming.

Science Faculty. Hamden Hall Country Day School. Hamden, CT, USA (2000–2007)

Taught Advanced Placement (AP) Biology, General Biology, General Chemistry, and Senior Human Sexuality; Developed and taught Marine Biology and Zoology courses; Director of New Faculty Program, a comprehensive 3-year professional development program required for new faculty members; Educational Issues Committee member; Faculty Liaison Committee/Upper School Faculty Representative; Multicultural Diversity Committee member; Coached Academic Decathlon and Outdoors Club; Gay-Straight Alliance Advisor.

Manager of Educational Resources and Outreach Programs. The Maritime Aquarium, Norwalk, CT, USA (1998 – 2000)

Worked with teachers, science coordinators and district supervisors to develop school specific multidisciplinary programs integrating marine science, biology, and technology into existing curriculum; Collaborated with Aquarium staff to develop in-house programs compliant with the National Science Standards for specific grade levels; Developed and presented workshops for K-12 educators; Managed CT Sea Grant-funded “Summer Internship for Teachers”; Developed *Making Waves*, a bi-annual professional development newsletter for formal and informal educators; Collaborated with scientists, researchers and commercial industries to develop accurate and current educational materials for classroom use; Implemented scientifically acceptable data collection methods for programs and research projects; Maintained library collection of educational materials for CT Sea Grant-funded Resource Center; Trained aquarium staff and interns; Taught in-house, field and shipboard educational programs for grades K-university.

Program Coordinator. Schooner *Harvey Gamage* Foundation, Inc., Cornwall, NY, USA (1997 - 1998)

Office manager for international sea education institution; Developed curricula integrating marine science, literature, history and New England culture for grades 6-12 for delivery aboard 131-foot traditional gaff-rigged schooner, *Harvey Gamage*, on voyages ranging from Nova Scotia to Grenada; Shipboard educator; Provided support for field educators; Marketing and public relations.

Director of Summer Programs. Schooner Inc., New Haven, CT, USA

(Summer 1995, 1996)

Senior Counselor / Per Diem Educator. Schooner Inc., New Haven CT, USA

(Summer 1990 - 1994)

Developed curriculum for marine science summer program for grades K-4; Supervised and trained program educators and volunteers; Developed integrated programs for grades 5-8 aboard 91-foot schooner *Quinnipiack*; Educator for ship, shore and classroom programs.

VOLUNTEER EXPERIENCE:

NEASC/CAISA: Member of Visiting Team for 10-Year Accreditation (Spring 2016) American School of Guatemala.

NEASC/CAISA: Member of Visiting Team for 10-Year Accreditation (Spring 2014) St Andrew's School, Nassau, Bahamas.

NEASC/CAISA: Member of Visiting Team for 10-Year Accreditation (Autumn 2011) ACS Hillingdon International School, Hillingdon, United Kingdom.

NEASC/CAISA: Member of Visiting Team for Initial Accreditation (Spring 2011) Hope Academy, Bishkek, Kyrgyzstan.

NEASC/CAISA: Member of Visiting Team for Initial Accreditation (Spring 2009) American College ARCUS, Veliko Turnovo, Bulgaria.

Marine Science Instructor. Hamden High School, Hamden, CT, USA

(1996 – 2000, 2006-2007)

Assisted in the development of a pilot program for high school students culminating in a week-long intensive study at the Bermuda Biological Station for Research; Taught topics in biology, ecology, geology and research techniques in Connecticut and Bermuda; Implemented program at Hamden Hall Country Day School in partnership with Hamden High School in 2006.

AWARDS/HONORS:

- **Good Schools Guide:** (2011) Award for the best point score at an English Independent School for Girls taking Environmental Science at GCSE.
- **Columbia University Teachers College: Klingenstein Summer Institute Fellow** (Summer 2003) Lawrenceville, NJ, USA

NATIONAL/INTERNATIONAL CONFERENCE PRESENTATIONS:

- Fall 2011. European Council of International Schools, Lisbon, Portugal. ***Disrupting Class Via Online Learning: Blended Learning for the International School.*** Exploration of online blended learning programs at Kingham Hill School offered in conjunction with K12 International Academy.
- April 2000. National Science Teachers Association, Orlando, FL. ***Focus on Phoca.*** Harbor seal biology and research techniques for monitoring seal populations.
- March 2000. Long Island Sound Educators Conference, Norwalk, CT. ***Summer Internships for Teachers.***
- February 2000. Maritime Aquarium at Norwalk, CT. ***Marine Archaeology.***
- February 2000. Maritime Aquarium at Norwalk, CT. ***Dinosaurs and Sea Creatures.*** Exhibit workshop presented in collaboration with the American Museum of Natural History.
- September – December 1999. Maritime Aquarium at Norwalk, CT. ***JASON XI: Going to Extremes.*** Comparative studies of deep sea and outer space habitats.
- August 1999. National Marine Educators Association, Charleston, SC. ***Focus on Phoca.***
- June 1999. Maritime Aquarium at Norwalk, CT. ***Great Big Bugs: A Robotic Exhibit.*** Introduction to terrestrial and aquatic entomology.
- March 1999. National Science Teachers Association, Boston, MA. ***Aquariums and Teachers: A Symbiotic Relationship.*** Investigating professional development opportunities for teachers.
- February 1999. Maritime Aquarium at Norwalk, CT. ***Seals in the Sound.***
- September – December 1998. Maritime Aquarium at Norwalk, CT. ***JASON X: A Wet and Wild Adventure.*** Comparative studies of Rainforest ecology.

INSERVICE EDUCATION:

- May 2017. **New England Association of Schools and Colleges/Council of American International Schools Abroad** Accreditation training for ACE protocol, Burlington, MA.
- June 2016. **New England Association of Schools and Colleges/Council of American International Schools Abroad** Accreditation training for ACE protocol, Lowell, MA.
- November 2007- 2011, 2015-16. **European Council of International Schools** Annual Conferences, Various Locations.
- August 2011. **New England Association of Schools and Colleges/Council of American International Schools Abroad** Accreditation re-training for 8th Edition, Kingham Hill School, Kingham, UK.
- June 2008. **New England Association of Schools and Colleges/Council of American International Schools Abroad** Annual Conference, Beverly, MA.
- March 2006. **National Association of Independent Schools** Annual Conference, Boston, MA.
- Summer 2004. **AP Biology: Classroom and Lab** (2-Week Workshop) Taft Educational Center, Watertown, CT.
- Spring 2004. **Genetics/Genetics Laboratory** (Audited Course) University of Hartford, Hartford, CT.
- December 2003. **"Sexuality – The Hidden Curriculum"** (Workshop) Mental Health in Independent School Communities.
- March 2003-2006. **True Colors XIII** (Conference) Sponsored by the Sexual Minority Youth and Family Services of Connecticut.
- October – December 2002. **"Teaching the Tough Topics"** (4 Workshop Series) Planned Parenthood of Connecticut.
- April 2001. **Puberty Education** (Workshop) Planned Parenthood of Connecticut.
- October 2000. **"Beginning Teacher Institute"** Connecticut Association of Independent Schools.
- April 2000. National Science Teachers Association Annual Conference, Orlando, FL.
- August 1999. National Marine Educators Association Annual Conference, Charleston, SC.
- March 1999. National Science Teachers Association Annual Conference, Boston, MA.
- August 1998. National Marine Educators Association Annual Conference, Humacao, Puerto Rico.

PROFESSIONAL AFFILIATIONS:

Southeastern New England Marine Educators (Past Board Member)

New England Association of Schools and Colleges, Commission on American International Schools Abroad

American Association of School Administrators

National Science Teachers Association

CERTIFICATIONS:

NEASC/CIS Accreditation (7th & 8th Edition, ACE)

Safer Recruitment Training (September 2010. Department of Child and Family Services, UK)

Connecticut Permanent Educator Certificate, Biology 7-12

Basic First Aid, Professional CPR, Fire Awareness

Penelope B. Marzulli
Brooklyn Prospect Charter School
3002 Ft. Hamilton Parkway
Brooklyn, NY 11215
(718) 643-1086; pmarzulli@brooklynprospect.org

PROFESSIONAL EXPERIENCE:

Brooklyn Prospect Charter School, Brooklyn, NY

Deputy Executive Director, Director of Institutional Advancement July 2013-present

- Report directly to and partner with the Executive Director to manage and oversee growing, annual \$20 million plus budget and 230+ employees
- Created strategy for gathering data on all academic outcomes and managing team efforts to address and improve student outcomes based on analyzing the data, creating dashboards, monitoring metrics and ensuring that student achievement is at the forefront of all decision making
- Oversee External Affairs, including student admissions, annual and capital fundraising, marketing and communications, and media

Founding Director of Communications & Development

September 2007- July 2013

- Founding member of school leadership team
- Led capacity building strategic initiatives across the organization
 - Recruitment and continued development and training of not-for-profit board
 - Conceptualize and lead initiatives to institute annual board self-assessment
 - Develop strategy short and long term organizational structures
- Responsible for creation and implementation of fundraising and communication strategies for new, high-growth organization

Parker, Chapin, Flattau, and Klimpl, New York, NY

Director of Legal Recruitment

September 1986- February 1990

- Recruitment and hiring of all legal personnel for 100 plus, mid-sized NYC law firm
- Planning and implementation of summer associate program

Shearman & Sterling LLP

August 1984- August 1986

Legal Recruitment, Summer Program Coordinator

- Supporting the recruitment and hiring of all attorneys at large international law firm
- Planning and implementation of three month long summer events and activities and coordinating orientations, stewardship and assignments and for over 100 associates

New York Legal Associates

October 1983-July 1984

- Legal recruiter specializing in identifying and interviewing high quality corporate lawyers

White & Case, New York, NY; Jakarta, Indonesia

June 1982- September 1983

- Paralegal- responsible for assisting legal team with research, administration and general support.

EDUCATION:

The Philadelphia Institute of Paralegal Training, Philadelphia, PA

Graduate Certificate - Corporate Law, May 1982

University of Richmond, Richmond, VA

Bachelor of Arts in French and Secondary Education, May 1981

HILLARY PRINCE

2305 84th Street, Apt. 2F Brooklyn, NY 11214

Cell: (860) 818-3829 E-Mail: hillaryb80@gmail.com

PROFESSIONAL EXPERIENCE

Brooklyn Prospect Charter School Brooklyn, NY

Director of Operations and Finance

Sept 2010 – Present

- * Responsible for day-to-day management of school operations and admissions, technology, data systems
- * Serve as the school's Human Resources representative, including oversight of payroll/benefits administration, recruiting and on-boarding, and performance management
- * Responsible for the fiscal health and viability of the organization, including budgeting and forecasting, oversight of annual financial audit and regular reporting to the Board
- * Responsible for the management of multiple grants, and the requisite reporting
- * Participate in the planning and execution of a long-term facility construction project
- * Maintain compliance with reporting requirements of all governing entities at the local, state and federal levels
- * Serve as core member of school's Administrative Team, and contribute toward the strategic planning of the organization, including growth management and long-term programmatic planning

Assistant Director, Operations and Finance

July 2009 – August 2010

- * As part of founding team, established school procedures and developed a culture of operational excellence
- * Represented the school at campus-wide council meetings, served as key liaison with custodial/facilities management, school safety, health and food services, PTSO representatives
- * Managed initial and ongoing purchasing and procurement for school opening and annually
- * Managed relationships with vendors and served as point person for tech, finance and accountability consultants
- * Maintained compliance with established financial policies of the school
- * Responsible for day-to-day bookkeeping for the school and its affiliated 'friends of' organization, including management of accounting system, monthly bank reconciliations, and regular banking and accounting activities
- * Created annual budgets for both organizations, and reported monthly on performance against projections
- * Monitored cash flow, processed semi-monthly payroll, oversaw annual audit and tax filings
- * Prepared monthly Board financial statements, reporting to the Finance Committee

The Princeton Review, Inc. New York, NY

Regional Director, Supplemental Educational Services Operations

July 2008 – July 2009

- * Contributed to the growth of the division by establishing operations in new markets across the country, including contracting, hiring, training and facilities set-up
- * Trained directors in new markets for successful program implementation through effective management of registration tracking, attendance and assessment administration, billing and payroll processing
- * Ensured existing and new markets remained compliant with all district, state and federal regulations
- * Provided ongoing operational support to new markets and served as liaison between district and corporate office

Director, New York City Operations

August 2007 – June 2008

- Ensured the smooth operation of free after-school tutoring programs in NYC
- Streamlined internal processes to create a strong foundation for support of tutoring programs
- * Managed the distribution of materials to the field, the tracking of student assessment and attendance data, and the maintenance of student records
- * Managed operational functions including bi-weekly payroll, monthly district invoicing, routine course expenses, and the accurate reporting of each
- * Worked with school district to ensure compliance with all state and federal regulations surrounding registration and enrollment, assessment and progress reporting, and personnel eligibility
- * Oversaw daily office operations, including the management of an Asst. Director and full support staff of 20-25, monitoring workflow and quickly resolving issues as they arose

HILLARY PRINCE

2305 84th Street, Apt. 2F Brooklyn, NY 11214

Cell: (860) 818-3829 E-Mail: hillaryb80@gmail.com

Site Manager

August 2006 – July 2007

- Marketed, launched and executed successful federally-funded after-school tutoring programs at multiple New York City DOE elementary and intermediate school sites
- Built and maintained community/school partnerships and outlets for parent outreach
- Hired, trained and managed a staff of part-time teachers and program aides at each school of responsibility

Metropolitan Learning Center Bloomfield, CT

English Teacher (Internship)

September 2005 – June 2006

- Provided general assistance to the English department of a 6-12 magnet school
- Served as substitute teacher across all content areas as needed
- Served one semester as interim teacher in a high school English classroom where responsibilities included lesson planning and execution, classroom management and grading of student work
- Worked closely with teachers, students, parents and administrators to maximize student achievement
- Assisted in the proctoring and administration of state standardized testing
- Supervised and facilitated student-led after-school activities

Madison Square Garden, LLC Hartford, CT

Manager, Executive Suites and Event Hospitality

October 2003 – July 2005

- Oversaw day-to-day operations of the luxury level of a sports/entertainment arena
- Managed a staff of 50 part-time hospitality employees and trained all new hires
- Planned and executed events for major clients throughout the facility including local companies, large corporations, private parties, NCAA-affiliated groups, radio stations and concert tour management
- Organized media and backstage hospitality for NCAA basketball, AHL hockey and frequent concerts
- Maintained close relationships with clients and vendors and responded to all customer service inquiries

Supervisor, Executive Suites

December 2002 – October 2003

- Supervised a staff of 25 part-time hospitality employees
- Supported in the planning and execution of events for clients in the Executive Suites

EDUCATION

University of New Haven, West Haven, CT

Master of Science, Secondary Language Arts Education

June 2006

Skidmore College, Saratoga Springs, NY

Bachelor of Arts, English Literary Studies, Business Minor

May 2002

VOLUNTEER EXPERIENCE

Behind the Book, NYC-based literacy non-profit

January 2011 – Present

2012-13 Young Executive Board Co-Chair

SKILLS

Proficiency in Microsoft Office, QuickBooks, Adobe InDesign Creative Suite

Strong written communication skills, organization and attention to detail

JESSICA OCHOA HENDRIX

3203 Beverley Road
Brooklyn NY 11226

(917) 848-8036
jessica.o.hendrix@gmail.com

EXPERIENCE

- 2013-Present HUMAN CAPITAL CONSULTANT NEW YORK, NY**
Clients include: Achievement First Charter Network Accelerator, Brooklyn Prospect Charter School
- Led the writing of the charter expansion proposal for Brooklyn Prospect that was approved by the State University of New York and the writing of the Danbury Prospect Charter School application
 - Designed, developed and implemented a two day "Critical Friends Visit" protocol for a cohort of CEOs from various charter networks to strategically learn, provide feedback, and share best practices
 - Produced and facilitated customized trainings on building and implementing organizational culture
 - Created a comprehensive onboarding for new employees that incorporates immediate application and feedback, and all context necessary to be set up for success in the organization and team
- 2015- present KILLER SNAILS LLC NEW YORK, NY**
CEO & CoFounder
- Co-founded an educational games company that creates award winning analog, digital and virtual reality science games aligned to Next Generation Science Standards with built in assessments to provide formative feedback and raised \$950,000 in grants from the National Science Foundation
 - Developed a partnership with the American Museum of Natural History to create an educational card game, managed a successful Kickstarter campaign (250% funded) and led distribution launch in five states and on Amazon.com reaching \$60,000 in sales in first 10 months
 - Obtained agreements with four school districts nationwide, including District 13 in Brooklyn, NYC, to pilot digital game and teacher assessment dashboard in 8 schools starting Fall 2017
- 2009-2012 UNCOMMON SCHOOLS NEW YORK, NY**
Director of Organizational Learning
- Identified, developed and directed all Uncommon-wide professional development workshops, retreats and fellowships from inception through post evaluations by working closely with regional managing directors and chief operating officers
 - Led the People Development System including annual staff survey for 2500+ people, home office 360s, and home office staff performance growth plans for staff of 90+ people
 - Managed 32 annual school inspections in New York, New Jersey and Massachusetts to drive continual improvement, facilitate best practice sharing and identify professional learning needs in order to set learning priorities for the following year
- 2008 NEW YORK CITY DEPARTMENT OF EDUCATION NEW YORK, NY**
Education Pioneer, Internal Consultant / Project Manager, District 79
- Created a toolkit to aggregate available resources and define best practices enabling schools to take an innovative approach in their efforts to raise the graduation rate of teen mothers and fathers
 - Led meetings with key stakeholders and built consensus across 3 city government agencies
 - Conducted primary research with 2 principals, 20+ staff and 15+ parenting students and interviewed multiple experts from community based organizations to identify best practices
- 2007 HARVARD BUSINESS REVIEW NEW YORK, NY**
Marketing and Research Manager
- Performed monthly marketplace analyses to inform advertising marketing efforts
 - Oversaw, analyzed and interpreted 8 syndicated and 7 proprietary research studies for worldwide advertising sales team
- 2003-2006 THE ECONOMIST NEW YORK, NY**
Market Research and Promotions Analyst
- Designed targeted sales marketing materials and direct mail campaigns that contributed to a 12% increase in advertising sales during 2005 and a 17% increase in 2006
 - Created, budgeted and led event marketing activities targeting potential advertisers

EDUCATION:

2007-2009 COLUMBIA BUSINESS SCHOOL MBA, Management, May 2009

1999-2003 UNIVERSITY OF TEXAS AT AUSTIN BA, Plan II Liberal Arts Honors, 3.6 GPA

IRENE ASPRAS

Danbury, CT 06811 • Tel/Fax: (203) 493-3837 • Email: irene.m.aspras@gmail.com

PROFESSIONAL EXPERIENCE

DIRECTOR OF FINANCE & HUMAN RESOURCES – REPORTS TO THE VP Operations/CEO

(2016 -PRESENT)

DIRECTOR OF FINANCE– REPORTS TO THE VP Operations/CEO

(2008 -2015)

Standing Stone, LLC. is a disease state management company dedicated to enhancing the quality of care provided to patients who require long-term therapy for chronic disease management in both a clinical setting or at home using patient self-testing. Standing Stone's e-suite of applications, CoagClinic, CholesterolClinic, DiabetesClinic, VADWatch and HFCLinic provide healthcare professionals the tools they need to effectively administer chronic disease therapy while improving outcomes, reducing overhead costs and optimizing provider remuneration. Responsibilities include:

- All day-to-day treasury functions: Accounts Payables, Accounts Receivables, bank account administration;
- Financial Reporting to parent entity on a monthly, quarterly and annual basis with strict adherence to deadlines and following all applicable GAAP and SOX guidelines;
- Budgeting for annual revenue and expenses with ongoing analysis throughout the year (budget vs actual) with reforecasting done as/if needed;
- Annual tax reporting: completion of annual templates to provide all relevant information for use in filing corporate tax returns to both federal and (several) state authorities;
- Extensive business administrative functions including HR, Benefits Administration and facilities management;
- HR duties including participation and contribution to hiring process, maintaining HR records and ensuring compliance;
- Paralegal duties – proofreading legal contracts and agreements;
- Event Planning – assisting in the organization of several company-wide events throughout the
- Facilities Management – review and negotiation of contracts, liaise with vendors and landlord, procure all supplies.

BUSINESS MANAGER, BOOKKEEPER & ANALYST – REPORTED TO THE CEO

(2001 -2008)

EXECUTIVE ASSISTANT TO THE CEO

(1999-2001)

Mesco Ltd (Connecticut) is an international advisory firm, specializing in private corporate transactions and capital formation in the areas of Finance, Real Estate, Healthcare, Marketing Services, Media and Technology. Responsibilities included:

- All day-to-day business administrative functions including HR, Benefits Administration, IT and Business Development;
- Correspondence – Created, proofread and edited all written correspondence, handled all telephone calls and emails;
- Calendar Management – coordinated on and offsite meetings with confidentiality a top priority;
- Travel planning – handled complicated itineraries mostly involving international travel;
- All in-house accounting, treasury and payroll functions – handling the accounting of approximately 13 corporate entities, generating all financial reports necessary for tax return preparation;
- Research Analysis and Writing – researching and processing due diligence upon the commencement of interest in a new project or investment, researching and writing a monthly investor report aimed at institutional investors in the healthcare/biotechnology sectors;
- Paralegal duties – generating and proofreading legal contracts and agreements, filing entity paperwork with the appropriate authorities, filing annual reports and overseeing registered agent activities;
- Information Technology – maintaining and troubleshooting the office network, updating all software, hardware and security procedures; implementing the current business continuity plan and actively backing up all data;
- Business Marketing – initializing content and overseeing the design of the Company's website;
- Event Planning – the organization of several international conferences with attendance of around 1500 both domestic and overseas, organization of trips to New York for overseas investors involving corporate meetings, cultural events, transportation and accommodations.
- Facilities Management – review and negotiation of lease renewals, liaise with vendors and landlord as needed.

... Cont'd

OFFICE MANAGER – REPORTED TO THE PRESIDENT AND VICE PRESIDENT

Dale-Way Auto Body Center (New York City) is a premium quality repair facility with annual revenues of approximately \$2 million. Responsibilities included:

- Handling all administrative functions of the office;
- Front office - dealt with the public, all delivery and insurance personnel in handling customers' claims;
- Back office - designed and implemented system to facilitate efficient work flow and organization. Revenues tripled and customer satisfaction targets were surpassed;
- HR – drafted the Company Employee Handbook; maintained employee files; processed timecards;
- Accounts Receivable and Accounts Payable as well as financial analysis on a per-job basis to track profitability;
- Marketing – composed the “on-hold” recording which describes the Company and its services, and drafted all content for the Company's website, brochures and print advertisement materials;
- Travel/event planning – coordinated all aspects of the owners' annual participation and attendance in several trade shows including all travel and accommodations arrangements.

ASSOCIATE DIRECTOR OF SPARES REQUISITIONS – REPORTED TO THE PROCUREMENT MANAGER AND HEAD OF OPERATIONS (1986 – 1988)

Embiricos Shipping Agency Ltd (London, UK) is a privately-held international shipping company which, at the time, held approximately 35 vessels worldwide. Responsibilities included:

- Coordination and supervision of the procurement, delivery and ongoing requisition of spare parts to the continuously-deployed fleet of 35 vessels;
- Maintaining direct contact with multiple vendors, manufacturers and shippers in an ongoing effort to manage cost efficiency;
- Prioritizing all activities to ensure the timely and cost-effective service at all times;
- General office procedures, correspondence, communications and information management.

JOB-RELATED SKILLS:

Proficient in all Microsoft Office Applications (strongest in MS Word, MS Excel, MS Outlook, MS PowerPoint; Publisher); WordPerfect, Corel Quattro Pro, OpenOffice, heavy Internet research, BLOOMBERG terminal, email (MS Outlook, MS Outlook Express, Mozilla Thunderbird) and browsing (MS Internet Explorer, Mozilla Firefox, Netscape Navigator.)

Experience with Oracle applications: Hyperion Financial Management (HFM); Financial Data Quality Management (FDM) and SmartView;

Proficient in QuickBooks (Pro 2015 and previous), Commence CRM software and other industry-specific software such as Mitchell Automotive Estimating, ADP claims processing program, CCC EZEst and BASSNet Fleet Management Software.

Experience with AT&T Partner phone system (including programming functions), multi-line switchboard and Telex.

Articulate - excellent command of the English language with superior drafting and editing skills;

Bilingual in English and Greek with knowledge of French, Italian and German;

Highly numerate with superior analytical skills.

EDUCATION (United Kingdom):

King's College, University of the City of London (UK) – Double Major Mathematics and Management

4 'A' Levels (Mathematics, Further Mathematics, Physics and Chemistry)

15 'O' Levels (Mathematics, English Language, French, Modern Greek, English Literature, Chemistry, Geography, German, History, Physics, French A/O, Italian, Pure Mathematics A/O)

QUALITIES AND ATTRIBUTES:

I am extremely hard-working, loyal, organized and reliable. I have been quick to learn new skills and became proficient in the specialized terminology pertaining to each of the industries I have worked in. I adapt well to changing situations and can work well in a team environment or unsupervised under pressure to meet deadlines. I am comfortable in both front office and back office environments and can effectively supervise others. Extremely detail-oriented, I take great pride in my work and have consistently undertaken challenging tasks and heavy responsibilities with great success.

PROFESSIONAL AFFILIATIONS:

National Association of Female Executives
International Association of Administrative Professionals
American Institute of Professional Bookkeepers

COMMUNITY ACTIVITIES:

Modern Greek Teacher (afterschool academic program preparing students for Regents-equivalent LOTE examination);
Mentor and tutor, working with young girls to empower and inspire;
Founding Team Member of Danbury Prospect Charter School (proposed);
Governance Council Chair, Secretary & Board Member of Danbury Children First, Inc. a local non-profit organization (2011-2016);
Citywide PTO liaison for local elementary school with direct access to district administration & Superintendent (2011-2016)
Grade Representative, Treasurer, independent school Parents' Association (2006-2014);
Odyssey of the Mind team coach (2010-2012);
Junior Achievement volunteer (2012-2015);
Graduate of PLTI (Parent Leadership Training Institute), Class of 2009.

John Balis

PO Box 2190 • New Preston, CT 06777

Tel: 203.526.0200 • Email: john@phylumdesigns.com

President/Owner *The Tannin Group* 1992 - Present

- The Tannin Group is a startup business communications company serving Fortune 500 companies, small businesses, and entrepreneurial business efforts.
- The Tannin Group Services include:
 - o Advertising, Branding and Identity
 - o Brochure/Collateral Development
 - o Exhibit/Tradeshow and Environmental Graphics
 - o Marketing Campaigns
 - o Multimedia Presentations
 - o Project Management
 - o Video Production
 - o Web Design, Information Design, and Content Development

Accomplishments

- Profitable startup business
- Global business clients
- Strategic business alliances with large and small business clients

Executive Producer/Co-Owner of *Our8s Productions*, 2011 – Present

An Independent Film and Television/Web Production operation

Notable TV/Film Projects

Casting By – Movie for HBO

Cool Jobs – Linked-In Web Series

Gideon's Dream – Documentary

The Estate Lady – PBS

Deer Hill Avenue – TLC

Over Indulgence – Web series

The History Renegade (Pilot for History)

Owner: *Worlds Greatest LLC*, 2011 – Present

www.wgsad.com is an education toy and game company that is focused on teaching kids about world history in a fun and innovative way. WGSAD is distributed Internationally with FAB, S&S Worldwide and Fat Brain Toys.

Products include:

- The Worlds Greatest Search and Discover
- USA Search and Discover
- Farfetchers Series

Founder – *JT Maverick*, 2013 - Present

Education Company developing curriculum and content for Middle Schools and High Schools

- Sponsored by PepsiCO

President/Co-Owner of *GreenDot Productions*, 1999 – 2007

- GreenDot Productions is an Independent Film and Television/Web Production Company
- Semi-virtual organization, staffing two part-time employees

Notable Films

The Wake – Valentine Pictures: Valentines Day – Valentine Pictures

The Finger Lakes – Sugargrove Films (www.sugargrovetfilms.com)

The Entrepreneurs – Sugargrove Films (www.sugargrovetfilms.com)

Television/Web Productions

The Traveling Fisherman (Pilot) – Outdoor Channel Broadway Living (Interview Series)

– BroadwayLiving.com Mark McVey (Interview Series) – MarkJMcVey.com Model

Search America – Commercial Series

President/Owner *Phylum Records* 1990 – 1999

- Phylum Records: a startup music publishing company and recording studio, specializing in Independent Singer Songwriters.
- A staff of seven providing:
 - o artist development
 - o artist and repertoire
 - o marketing and promotions
 - o performance booking and management of product distribution, product placement and sales
 - o radio airplay support and recording studio services

Accomplishments

- Established Distribution Pipeline of 200+ independent record stores
- New Independent Artist Award at the Kerrville Folk Festival 1996 • Radio airplay on over 100 stations nationally
- Planned sale and closing in 1998, prior to industry downturn

Design Consultant - *Gemini Consulting Group* 1992-1993

Project Manager/Consultant – Develop/Produce – Collateral, Client Presentations, Business Reports, Environmental Graphics

Graphic Designer – *UCC - Linde Division*

1991-1992 Traditional Graphic Design Role – Develop/Produce –

Exhibits/Environmental Graphics, Collateral, Senior Management Board of Directors Presentations

Computer Skills

Photoshop, Quark Express, In-design, Illustrator, Freehand, Final Cut Pro, Dreamweaver, PowerPoint, Word, Excel, Publisher, Adobe Premiere, ProTools, Acrobat Pro

Relevant Skills

Art direction, brand development, campaign management, catalogue and publication design/development, conceptual development, copywriting, event management,

extensive project management experience, leadership and coaching expertise, effective communicator, music composition, nurturing client relationships, one-to-one direct marketing, photography, proposal development, recording music, set design, self motivator, team player, web development

Teaching Experience

2007-2015 – Adjunct Faculty, University of Phoenix: taught Web Design, Instructional Design, Image Editing, and Electronic Publishing

1992 – Vancortlandt Elementary School, NY - K-6 Music

1992 – Cortlandt High School, NY - 9-12 Music 1987-1992 – Private Music Lessons

Degrees

2004 – Master of Business Administration from University of Phoenix

1992 – Bachelor of Fine Arts from the State University of New York, College at Purchase

1992 – Teaching Certificate Manhattanville College, New York

Limited Client List

Active-Endpoints, Ascencia Healthcare, Black and Decker, BroadwayLiving.com, Cendant Mobility, Chemical Systems, Connecticut Light and Power, Cornerstone Staffing, Corning, DOW, Elevation Video, Every Womens Spirit, GE, Gemini Consulting, Harris Direct, IBM, Kitchen Elegance, Lakeview Properties, Lorad, Maple Row Growers, Mylen Stairs, Model Search America, Mckenzie Consulting, Mahopac Sports Association, Medlantic, Mercedes, Mitsubishi, MR Farms, NuCO2, National Truck Council Association, Newport, Oriel, Pepsi, Praxair, Price Waterhouse, Putnam Storage, Readers Digest, Renaissance Consulting, Ritz Camera, Sony Music, Safewell, SICA Builders, Sire Records, Spectra Physics, Sugar Coffee Cocoa Exchange, Sugargrove Films, Taunton Press, Temp-Time, The Institute for American Indian Studies, Thermo Electron, Waterworks, Wireless First, Wentworth Laboratories, Williams Sonoma, Xerox, CMI, Frontier Communications, Dyna-Nobel, Women's Center of Danbury, Wooster School, St Joseph's School.

Rachel Chaleski

15 Centennial Drive, Danbury, CT 06811
(203) 749-0874
rechaleski@comcast.net

GOAL

As a "Stay at Home Mom," doing anything but staying at home, I am always looking to broaden the scope of my volunteer work to better serve my community, while raising my children to be globally responsible citizens.

SUMMARY

Deeply involved in my children's school, and our community, donating my time as a "Professional Volunteer," serving on the school and city-wide PTO Executive Board in several capacities, as a Junior Achievement facilitator, garden and media assistant, and as a Parent Ambassador for prospective families. I am a graduate of the Parent Leadership Training Institute, and serve as a member of the design team. I am an advocate for school choice, working to bring Danbury its first charter school, and for fair and equitable school funding for all schools through work of the Connecticut School Finance Project, and I am a member of the Danbury International Children's Museum Planning Committee.

EXPERIENCE

Financial Operations, Pepsi Bottling Group HQ

Somers, NY — August 2005 – June 2009

Held several roles within the Finance Organization with varying levels of increasing responsibility

- managed PBG Accounts Payable mainframe and payment systems (APS, SAP)
- maintained database of individual accounts nationwide of Corporate American Express Travel & Entertainment spending
- lead technical support for HQ Full Service Vending application
- performed required SOX and administrative security audits
- acted as liaison between Finance Department and IT Department
- team lead in an initiative to remediate system tax error, working with Legal/Food Service successfully resolving over \$4MM in commission short payments

Assistant Retail Manager, PepsiCo, Inc. World Headquarters

Purchase, NY — November 2000 – June 2005

Manage opening & closing, gross sales of \$500,000/yr, train employees, generate period end reports, gift basket arrangements & shipping, procuring of merchandise, data entry, inventory control, store displays, customer service.

EDUCATION

Concordia College, Bachelor of Arts, Biology

Bronxville, NY — 1997-2002

Inorganic & Organic Chemistry, Genetics, Probability & Statistics, Calculus, Microbiology, Cellular Biology

Held various campus roles: Security, Operations & Maintenance, Library Assistant, Admissions

SKILLS

- Efficiency and Time Management: well organized, multi-task and self-motivated.
- Communication: Excellent written, verbal and interpersonal skills, good listener.
- Collaboration: Flexible, reliable, focused, ability to think objectively.
- Leader: willing to take risks and work as a change agent for the greater good.

IRVING MATTHEW FOX

58 Wedgewood Dr
Danbury, CT 06811

(203) 948-9804
mrctfox2@aol.com

SYNOPSIS

Senior Financial Leader with over twenty two years of experience in managing the finances of large, complex, multi-national organizations. Experienced in providing executive level management with timely and relevant financial information and analysis to base tactical and strategic business decisions. Broad range of experience includes preparing and presenting budgets, forecasts, and monthly operating results to executive management, evaluating large scale financial transactions, and performing due diligence and integration activities related to mergers and acquisitions. Proven track record in leading and developing managers and staff. Experience with managing periodic accounting closes.

EMPLOYMENT HISTORY

Pitney Bowes, Inc, Shelton, CT

08/14-Present

Manager – Information Technology Financial Operations

Responsible for Financial Management of the corporate Information Technology organization

- Developed and implemented a detailed savings plan resulting in the reduction of \$69MM in annual expenses
- Led efforts to source our telecommunications billing and inventory management processes
- Managed a global team of 5 professionals in North America and Europe
- Maintained relationships with key vendors by resolving outstanding billing and payment issues
- Developed IT activity-based costing dashboard to capture key operational and financial metrics
- Performed extensive financial analysis of dedicated infrastructure vs. cloud based hosting environments

AIG, Brooklyn, NY

09/13-08/14

Director – Financial Lines Operations Reporting

Responsible for internal reporting related to Financial Lines insurance business; lead team of 4 professionals in multiple locations.

- Developed and implemented Reporting Center of Excellence utilizing U.S. and Philippines based resources
- Optimized management and delivery of over 100 recurring and ad-hoc reports for the Financial Lines business
- Revamped Sharepoint information repository to encourage greater utilization among the Operations teams
- Developed and generated operational reporting for Financial Lines policies

MetLife, Inc, Long Island City, NY

12/08-08/13

Assistant Vice President – Corporate Services Financial Reporting & Analysis

Responsible for internal financial reporting for \$2.8B annual operating expenses related to corporate center functions; lead team of 10 professionals in multiple locations. Responsible for Financial Planning & Analysis and financial operations functions.

- Developed and implemented consolidated financial reporting and analysis package for all corporate service functions. Presentation of results to Executive Management on a monthly basis.
- Developed and implemented full cost recovery model for all corporate services expenses, including IT, Call Center, BPO, and other corporate functions.
- Revamped accounting and control procedures related to budget transfers, accruals, software capitalization, asset management. Call center, and BPO Operations

Starwood Hotels and Resorts Worldwide, Inc, White Plains, NY

05/07-06/08

Senior Director-Financial Analysis and IT Financial Officer

Responsible for \$230M annual operating budget related to IT expenses; led team of 5 professionals in multiple locations. Responsible for Financial Planning & Analysis functions, as well as monthly accounting close.

- Re-engineered financial reporting and monthly close processes to maximize efficiency and accuracy of financial support to operating managers. Created IT financial dashboard to capture critical spend, resource, and project data, analysis, and recommendations, which enabled more effective and timely decision making by executive management.
- Developed zero-based budgeting methodology to develop reliable unit cost estimates for industry benchmark analysis
- Performed due diligence and provided recommendations to executive management on major outsourcing initiatives resulting in significant cost savings

CIGNA Corporation, Bloomfield, CT

03/06-01/07

Senior Director-Financial Analysis and IT Financial Officer

Responsible for \$800M annual operating budget related to IT expenses, leading a staff of 32 professionals in multiple locations. Responsible for Financial Planning & Analysis functions, as well as monthly accounting close.

- Led financial team responsible for analyzing \$700M multi-year outsourcing deal and making recommendations to executive management resulting in significant cost savings and cost avoidance
- Developed and executed group realignment plan for improved support to IT. This resulted in improved team efficiency and improved timeliness of monthly financial reporting package.
- Liaison with Internal Audit group on initial rollout of SOX 404 testing of controls

AXA-Equitable Life Insurance Company, New York, NY,

03/02-03/06

Vice President, (2004-2006)

Assistant Vice President, (2002-2004)

Responsible for \$280M annual operating budget related to IT expenses, leading a team of eight financial professionals. Responsible for Financial Planning & Analysis functions, as well as monthly accounting close.

- Developed and implemented zero-based budgeting methodology. This enabled senior management to fully understand the fixed and variable cost drivers related to IT. This also enabled customers of IT to fully understand their billings, as well as what actions were within their control to optimize their IT expense charge.
- Led due diligence and post-integration efforts related to acquisition of target company's IT organization. Developed, presented, and implemented recommendations to executive management on savings targets resulting from redundancies resulting from the business combination. All savings targets relative to IT were met or exceeded.
- Led efforts to benchmark IT expense structure with internal and external organizations. Recommendations were developed and implemented to improve cost competitiveness.

Prudential Securities, Inc., New York, NY,

03/93-03/02

First Vice President-Group Controller, (1998-2002)

Responsible for \$350M annual operating budget related to IT expenses, leading a staff of 19 professionals in multiple locations world-wide. Responsible for Financial Planning & Analysis functions, as well as the monthly accounting close.

- Re-engineered expense allocation process to provide customers with more transparent accounting of information technology expenses. Enabled customers to make informed decisions resulting in enhanced cost efficiency.
- Re-engineered resource and project accounting processes from highly manual to automated environment resulting in improved accuracy and efficiency of resource expense processing.

EDUCATION

Pace University, New York, NY, 1995-1997 GPA = 3.7/4.0

Completed 43 Graduate Credits towards Master of Business Administration degree with concentration in Managerial Accounting

State University of New York at Buffalo, Buffalo, NY, GPA = 3.3/4.0

Bachelor of Science in Business Administration, 1992, CUM LAUDE, concentrations in Public Accounting, Finance, and MIS; Bachelor of Arts in Political Science, 1992, CUM LAUDE

CERTIFICATIONS

Passed all four parts of the Uniform CPA Examination (NY) on first attempt, 1993

Information Technology Financial Controller Certification- IT Financial Management Association - 2004

COMMUNITY SERVICE

Danbury City Council, Councilman, 2013-Present

Danbury Board of Education, Chairman, 2009-2011, Member, October 2006-December 2011

Danbury Children First, Board Member, 2011-Present

SOFTWARE SKILLS

Proficient in COGNOS, TM1, Hyperion, SAP, Sharepoint, Ariba, PeopleSoft General Ledger, MS Office (Excel, Word, PowerPoint), Oracle, Lotus Notes, MS Outlook, WordPerfect, Mainframe General Ledger and Accounts Payable Systems



Maura has been practicing architecture throughout New York and Connecticut since 1996. She has been working and living in Danbury for more than fifteen years and has built solid working relationships with local Planning Directors, Zoning Officers, Building Officials, and Fire Marshals.

Seventy2architects is located on Main Street and is committed to the development of a strong and vibrant downtown Danbury. Maura is a member of City Center's Architectural Review Board. She and her husband and partner, Emmanuel Juan, live and work downtown with their two children.

Partial Client & Project List

Danbury Museum and Historical Society: Charles Ives House
City of Danbury: Hearthstone Castle and Octagon House, Fire Training School, Hatter Monument
Jericho Partnership: Samaritan Center, Say YES Tutoring Center, Pathways Academy, Young Life
Greenwich Academy: Athletic Facility, Upper Grades School Entrance, Faculty Housing
Caraluzzi's Market: Danbury Location, Bethel Renovation & Expansion
Churches: Trinity Christian Tabernacle, Walnut Hill Community Church, St. Catherine of Siena
Corporate: Starbucks, Little Caesar Pizza, Peachwave, Frutti Tutti, Burger King, A&P Best Cellars
Restaurants: Pour Me Consume & Conquer, Nouveau Monde
Fairchild Nichols Memorial Library: Interior Design Improvements, Furnishings
New Canaan Nature Center: Early Education Center Renovations
Town of Warren: Community Center and Senior Center

Education

Rensselaer Polytechnic Institute, Master of Architecture
State University of New York at Buffalo, Bachelor of Professional Studies in Architecture

Registration

Architect: New York, Connecticut, New Jersey
Interior Designer: Connecticut
Licensed Building Official: Connecticut

Affiliations & Pro-Bono Work

Women's Center of Greater Danbury, Consulting Architect
Kiwanis Club of Danbury, Board Member & Past President
Bringing Up Grades, Program Coordinator, South Street School
Jericho Merchants Group, Founding Member
Jericho Partnership, Spring Street Playground Design
Housatonic Habitat for Humanity, Past Site Selection Committee, Architect
Junior Achievement, Sponsor and Classroom Volunteer
Girl Scouts of Connecticut, Assistant Troop Leader
Danbury Youth Services, Past Board Member, Governance & Facilities Committees Member
American Institute of Architects (AIA), National & Connecticut Chapter Member
National Council of Architectural Registration Boards (NCARB) Certified

TRACY KELLEY, JD

Danbury, CT | (443) 474-1022 | tracykelley@gmail.com | <https://www.linkedin.com/in/tracykelley>

EDUCATION CONSULTANT & EVALUATOR

Highly recognized Educational Consultant and Leader with experience working with education leaders and clients at the federal and local levels, serving as a credible voice and thought leader. Embodies great passion for underserved communities, utilizing programs and education initiatives to create systematic change and better the lives of youth. Specializes in collaborating with charter and school board to drive execution of district and state strategic plans.

- **Strong Leader and External Consultant.** Recognized for dramatically developing and implementing high school turnaround that increased proficiency level of 11th grade students on state proficiency test. Managed \$1.5M budget curriculum adoption initiative on behalf of 7,500 students, and exceeded project scheduled goals resulting in \$85k saved through cost-reduction serve level agreement over 45-day period.
- **Expert in Relationship Building and Community Services.** Coached District and State leaders, Principals, Teachers, and Instructional Coaches on analyzing and using data to maximize instruction, build leadership capacity, and facilitate professional learning. Supported Principals and District Leadership teams in a \$5M state-wide Race to Top initiative in Delaware.
- **Specializes in Peer Reviews.** Peer Reviewer for US Department of Education Charter School Program (CSP) Grant for State Educational Agencies (SEA). Collaborated to determine capacity of SEAs to implement and monitor competitive multi-tiered sub-grantee award process. Addressed quality of SEAs award process and determined if process was likely to increase access to high-quality charter schools and improve academic outcomes for economically disadvantaged students. Enables SEAs to conduct charter school programs and disperse CSP grants in their States, averaging between \$10M-\$20M in awards.

PROFESSIONAL EXPERIENCE

TCK EDUCATION CONSULTANTS

CONSULTANT

2011 – PRESENT

As an independent consultant, partners with state and local educational agencies to offer charter school evaluation and recommendation expertise to assess organizational, operational, and educational rigor of charter school applications.

- ✓ **Director of Charter School Governance, Compliance & Policy GEMS Education America.** Designed an educator evaluation system for one of the largest Charter School LEA's in Washington DC. Incorporated student growth measures, individualized professional development, monitoring, and performance differentiation.
- ✓ **Data Coach Wireless Generation.** Directed and coached District and State Leaders, Principals, Teachers, and Instructional Coaches in analyzing and using data to differentiate instructions, build leadership capacity, and facilitate professional learning. Provides constructive criticism and feedback to districts, administrators, and teachers to encourage positive change.
- ✓ **Project Manager, Prospect Schools.** Manages all aspects of the charter application and community outreach process. Builds and maintains key stakeholder group relationships. Mobilizes and generates demand for charter school by building parent capacity to advocate and lobby State and Local legislatures. Serves as a primary liaison between the greater Danbury community and Prospect Schools. Organizes on the ground support for Danbury Prospect. Creates and maintains all Danbury Prospect marketing and outreach materials. Creates and maintains social media presence for Danbury Prospect. Coordinates "friend-raising" events, calendaring, organizing, and invitation distribution.
- ✓ **Evaluated and consulted State and Local authorizers on Charter School submissions including:**
 - New York State Education Department (NYSED), State University of New York (CUNY), Massachusetts Department of Elementary and Secondary Education
 - South Carolina Department of Education
 - Michigan Department of Education (Education Achievement Authority EAA)
 - Denver Public Schools
 - North Carolina Department of Public Instruction
- ✓ **Charter School Program Grants and Evaluation**
 - Charter Schools Program State Educational Agency (SEA) Grants
 - Charter Schools Program Grants for Replications and Expansion of High-Quality Charter

PUBLIC SQUARE PARTNERSHIP | BRIDGEPORT, CT**PORTFOLIO DIRECTOR**

2014 – 2015

Cultivated portfolio of providers across three main categories: human capital, school development, and community demand building.

- ✓ Key contributor of full implementation of performance management system by ensuring partner organizations had an articulated theory of action and clear outcomes for their work and contributions within schools.
- ✓ Managed outcome achievement for increasing number of high-quality seats in schools by ensuring partners were on track. .
- ✓ Managed vetting process and took the lead on application reviews, application interviews, approval process, executing MOU's and action plans.
- ✓ Reviewed success of portfolio and formal intervals and built the case for decisions regarding renewal, extension, or non-renewal.
- ✓ Managed ongoing communication with partners which included school visits to gain insight and share qualitative feedback.
- ✓ Actively built local education ecosystem by leveraging outcomes between providers, serving as a liaison between partners and schools, and aligning them around shared goals and a common purpose of increasing educational equity.

SCHOOL WORKS, LLC | COLUMBIA, MD**PROJECT MANAGER**

2013 – 2014

Managed and coordinated work of consulting teams in multiple school and district settings. Led teams of 46 educators to review school/district quality, self-assess needs, and create school improvement plans.

- ✓ Ensured the identification and development of key priorities and strategies for school /district improvement.
- ✓ Confirmed allocation of school/district resources were in support of plan and ensured plan was realistic and sustainable; and provided leadership coaching for turnaround principals and district leaders.
- ✓ Facilitated the engagement of school/district staff through establishment of effective communication and high levels of staff participation and reported status of implementation to client.

BALTIMORE CITY PUBLIC SCHOOLS | BALTIMORE, MD**COORDINATOR, OFFICE OF NEW INITIATIVES**

2009 – 2011

Developed and implemented District's first Turnaround RFP resulting in "Turnaround Operator Pipeline" comprised of pre-approved regional and national Lead Turnaround Partners, operators, and CMO/EMO.

- ✓ Led multi-million dollar turnaround of historic Fredrick Douglas High School in collaborations with Lead Turnaround Partner, EdWorks, resulting in the development of credit-bearing early college cohort that leveraged resources of Coppin State University – High-quality evidence-based instruction and system for monitoring instructional practices.
- ✓ Designed and coached turnaround School Leaders on systems and processes that anticipated instructional and operational needs including structures for regular, frequent teacher collaboration, balanced system of formative and benchmark assessments, and a data-focused Instructional Leadership Team for all grades.
- ✓ Served as a neutral third party in disputes between Charter School Governing Boards and CMO's; Governing Boards and parents; and Charter School staff and CMO.

CHICAGO PUBLIC SCHOOLS | CHICAGO, IL**SELECTION EVALUATION COORDINATOR, OFFICE OF NEW SCHOOLS**

2001 – 2009

Managed recruitment of local and national charter school and turnaround operators, supported design teams through community engagement, planning, startup, lottery, and replication.

- ✓ Coordinated and participated in public hearings and in-depth analysis to assess impact of school closing decisions and implemented turnaround strategy in over 12 low-performing schools.
- ✓ Established productive working relationships with education reform organizations to help further understand the individual and collective needs of charter school operators, CMO's/EMO's, turnaround partners, and authorizers.
- ✓ Served as 3rd Grade Teacher and Library Media Specialist.
 - Taught 3rd grade curriculum, designed programs to meet academic, intellectual, and social needs of students.

INDEPENDENT CONSULTANT**LAW CLERK, LEGAL TRAINER**

1997 - 2001

Assisted attorneys and self-represented litigants in dispute resolution of civil, family, juvenile, and probate cases.

EDUCATION**Juris Doctorate**

Chicago – Kent College of Law

Bachelor of Arts

Marquette University

Stephen Nocera

37 Evans Drive
Simsbury, CT 06070
Telephone: (860) 638-9484
Email: Stephen.Nocera@gmail.com

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|------------|---|--|
| EDUCATION | Marist College , Poughkeepsie, New York Bachelor of Arts in Political Science; May 2005 Concentration in Public Affairs, Cum Laude | London School of Economics and Political Science Hansard Scholar; London, England January 2004 – April 2004 |
| | Marist College , Poughkeepsie, New York Master of Public Administration; Expected 2018 Concentration in Ethical Leadership | |
| EXPERIENCE | <p>Director of Project Excellence, <i>City of Danbury</i>, July 2015 – present</p> <ul style="list-style-type: none">• Brought all City projects under one umbrella from a previously siloed system, simultaneously streamlining the approval and monitoring process• Manage an active pipeline of 30 to 40 projects with an average total budget of \$2.5 million• Completed 50 city projects since the office's inception; all on time and on or under budget• Oversaw implemented a full redesign of the City of Danbury website. The redesign focused on user experience as well as mobile experience. This project has seen a 34% increase in mobile traffic to the City's website• Implemented a program that paired homeless people in Danbury with civic volunteers to create paying jobs that rid the City of litter. In its first year 3 tons of trash were removed from Danbury and 4 people found full time employment <p>Chief Administrative Officer, <i>Town of Stratford</i>, November 2011— July 2015</p> <ul style="list-style-type: none">• Manage and oversee all management personnel including Finance, Public Works, Human Resources, IT, Town Clerk, Economic Development and Health and Human Services• Responsible for the creation and implementation of a \$200 million budget• Led the Town out of years of deficits into operating budget surpluses• Negotiated the acquisition and merger of the Town's Water Pollution Control Facility to a regional entity; a \$53 million deal that will stabilize sewer rates and hold all affected employees harmless• Designed and implemented a new management reporting structure to improve decision making processes and increase accountability• Collaborated and negotiated with Federal, State and Local officials to resolve a 40 year old problem involving Sikorsky Municipal Airport, environmental hazards and Stratford's Main Street. <p>Mayoral Aide, <i>City of Torrington</i>, Torrington, December 2005 – November 2011</p> <ul style="list-style-type: none">• Top aide and advisor to a full-time three-term Mayor• Authored the Mayor's speeches and statements to the public and press• Publicize the Mayor's office to promote all initiatives and programs through television, radio and print media• Compose grants on a Federal and State level; coauthored and received a \$1 million Brownfield grant• Investigate & respond to constituent concerns on behalf of the Mayor and the City of Torrington• Oversaw and managed a departmental budget of over \$218,000 <p>Campaign Advisor, <i>Bingham for Mayor</i> 2005, 2007, 2009, Torrington, May – November 05, 07, 09</p> <ul style="list-style-type: none">• Directed and advised Mayoral campaign victories of over 70% of the vote• Swept entire party ticket into office in 2007 and 2009• Handled all press inquiries including the development of press releases, editorials, newsletters, and direct mail pieces• Developed messages and drafted all content displayed on campaign websites and advertisements• Coordinated fundraising efforts including dialing for dollars, fundraisers, and ad books• Recruited and managed volunteers to go door to door, make phone calls and hand out literature | |

ACTIVITIES**Chairman, *Simsbury Board of Assessment Appeals*, March 2012 – present**

- Serve on an elected board that oversees and adjudicates property tax appeals on behalf of local residents
- Elected Chairman of the Board in 2012
- Work closely with the Town Assessor to amicably resolve assessment disputes
- Implemented a streamlined hearing process enabling more residents to be heard in a shorter period of time

Board Member, *Connecticut Innovations*, December 2007 – December 2013

- Served on a fifteen-member board that oversees operations of a quasi-public venture capital company whose mission is to bring and retain high-end technology jobs that contribute to Connecticut's economy, technology base, intellectual capital, urban infrastructure, and tax revenues
- Member of the Finance, Operations and Compensation committee; oversaw operating budget and personnel matters
- Served as a member of the Loan Subcommittee providing debt financing and investment capital to help businesses create jobs in the State of Connecticut

Emanuela Palmares

32 Farview Ave. Danbury, CT 06810 Cell: 203.297.3263 Email:
manu.number33@gmail.com

Emanuela Palmares is a bilingual editor in English and Portuguese, who has experience with public relations, marketing, design, social media and web content. Leveraging her background as editor of a bilingual publication, she helps companies effectively engage their customers through various media tools powered by her in depth cultural insight.

EXPERIENCE

Editor, Partner, Tribuna Newspaper, Danbury, CT March 2006 - present

- Edit stories for factual information and grammatical correctness from on-staff and freelance writers in English and Portuguese
- Edit and paginate Features, News, Business and Local content in Adobe Indesign
- Create headlines, subheads and photo captions for stories in English and Portuguese
- Sign off on completed pages prior to going to print
- Write feature stories on personalities, events, sports and the arts in English and Portuguese
- Interview local, state, and national subjects for stories and profiles in English and Portuguese

Marketing Director, Tribuna Newspaper, Danbury, CT January 2003 - March 2006

- Created the publication brand messages In English and Portuguese
- Identified and manages the publication's key external business partner's relationships in Brazil and in the U.S.
- Maintains publication's web site

- Responsible for design of all marketing collateral
- Manages and utilizes social network marketing tools including Orkut and Facebook to promote the publication.

Marketing Consultant, Connecticut Kitchen & Bath, Danbury, CT
June 2010 – January 2011

- Developed the media plan and over saw creative copy and production of a TV ad campaign.
- Created company web site
- Managed and utilized social network marketing tools including Twitter, Orkut and Facebook to promote the brand
- Led all public relations efforts

EDUCATION

- Bachelor of Theology May 2004 - Universidade Metodista de São Paulo
- Major: Theology, Minor: Psychology
- Child Development Associate June 2010 – University of Kentucky
- Attended Western Connecticut Ancell School of Business 2012

SKILLS

- Social Media Services – Twitter, Facebook, LinkedIn, YouTube.
- Platforms – Microsoft Windows XP, Microsoft Windows Vista, Mac OS X Panther
- Web Design/Content Management – Dreamweaver, Flash
- Photo Editing/Layout Tools - Photoshop, Photoshop Elements, Indesign

AWARDS

- 2010 Fairfield County Business Journal 40 under 40
- 2015 Latinos United for Professional Advancement (LUPA) 50 Most Influential Latinos in Connecticut.
- 2016 Commission on Children's Robert Haller Memorial Award for Outstanding Community Service

COMMUNITY INVOLVEMENT

Her extensive history of service includes working with public and non-governmental organizations; helping Portuguese-speaking victims as a Domestic Violence Victim's Advocate at the Women's Center of Greater Danbury; making home visits working with children and families in the Danbury Head Start Program; serving on the Regional YMCA Board, the United Way of Northern Fairfield County Emerging Leaders Council, the United Way of Northern Fairfield County Community Impact Grant Selection Program, and the Danbury Housing Partnership. She also served as Chairwoman of the Association of Religious Communities' Blue Ribbon Commission on Immigrants; a Volunteer Translator at AmeriCares Free Clinic; and volunteer English as a Second Language (ELL) Instructor at the Center for Brazilian Assistance.

Currently she serves on the following boards:

- Danbury Age Well Council
- Danbury Hospital Board of Directors
- Connecticut General Assembly's Commission on Equity and Opportunity (CEO) and serves as Secretary in its Executive Board.

LEROY G. PARKER

75 HEPPENSTALL DRIVE
BRIDGEPORT, CT 06604
203.870.8655 (HOME)
334.322.2695 (CELL)

REVPARKER@HOTMAIL.COM

ECCLESIASICAL OBJECTIVE

Seeking full time pastorate of a biblically grounded fellowship of believers. To lead and serve that congregation in a spirit of love, cooperation and a vision of excellence, and use the gifts and calling placed upon my life to effectively fulfill the pastoral needs of a growing congregation. While challenging them to pursue God by utilizing servant leadership, innovative worship, relevant preaching and a compelling vision to keep them on the cutting edge of ministry.

PERSONAL INFORMATION

Date of Birth: October 18, 1975

Place of Birth: Marion, Alabama

Marital Status: Married to the former Mistee Love (Master of Education)

Children: Ryan & Evan

FORMAL EDUCATION

Virginia Union University
Samuel DeWitt Proctor School of Theology
Richmond, VA
Master of Divinity, 2008

Alabama State University
Montgomery, Alabama
Bachelor of Science
Elementary Education 2002

ECCLESIASTICAL EXPERIENCE

Union Baptist Church – Stamford, CT.

Dr. Robert W. Perry, Senior Pastor

Assistant Pastor, July 2006 – Present

The membership of Union Baptist Church is 1500 and my duties include, but are not limited to the following:

- Conceptualize and develop the vision and direction of the church along side the Senior Pastor
- Provide leadership and direction to the Diaconate and Trustee ministries
- Started L.E.A.D (Leadership, Empowerment, and Development) for 35 ministry leaders, providing training and vision.
- Preacher at Sunday worship services as scheduled, in addition to preaching at mid-week services.
- Oversee the scholarship and committee activities

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- In addition to general pastoral care; sick visitation, wedding, funerals, baptisms, infant dedications, and administration of the Lord's Supper.
- Develop written material for Bible study guide lines
- Actively involved in pre-marital and family counseling
- Established Church-On-Wheels for Convalescence Homes
- Actively involved in the Visitation Ministry
- Started and instruct a Senior Fitness Program
- Initiated a successful Children's Church and Worship Ministry
- Restructured the Department of Christian Education Ministry
- Developed and implemented policies (Finance, Deacon, Employee Manual, Baptism)
- Responsible for joint management, with the church financial officers, entrusted oversight of the church budget, which in excess of \$1,100,000.

First Baptist Church - South Richmond, VA

Dr. Dwight C. Jones, Senior Pastor

Intern - Youth Pastor January 2005 - February 2006

- Delivered weekly Bible Study to Youth group
- Provided family and pastoral counseling
- Organized and led weekly volunteers for Ministry Expansion Project (Iron Bridge Location)
- Recruited, trained, and oversaw youth leadership team

Hutchinson Missionary Baptist Church - Montgomery, AL

Dr. G. W. C. Richardson, Senior Pastor

Youth Pastor February 1999 - July 2005

- Reorganized youth ministry to have purpose, potential and a kingdom focus
- Preached relevant sermons and taught life transforming bible studies to entire congregation in the absence of the Pastor but to the youth on a weekly basis.
- Youth ministry grew numerically, spiritually, and financially
- Developed a youth and young adult
- Administration of church ordinances, hospital and sick visitation
- Established youth drama teams called the Psalm Praise Dancers and the HMBC Steppers
- Developed, implemented and oversaw all the youth Activities of the church
- Instituted the model of Junior Deacons
- Implemented a Mentoring program for youth and young adult
- Provided vision, direction, and oversight to Youth Advisory Board
- This was a salaried position

LEROY G. PARKER

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REVPARKER@HOTMAIL.COM

NON-ECCLESIASTICAL EXPERIENCE

Montgomery Public School System
Peterson Classical Grammar Magnet School
Fourth Grade Language Arts
2002-2003

PROFESSIONAL AFFILIATIONS & APPOINTMENTS

- National Baptist Convention USA, Inc.
- The American Baptist Convention
- Connecticut Baptist Missionary Convention
- Interfaith Council of Southwestern Connecticut
- NAACP Stamford, CT Chapter
- Kappa Alpha Psi Fraternity, Inc.
- Vice-Chair of Trustees 2009 to Present of Christian Leadership School of the Connecticut Missionary Baptist Convention
- Vice-Chair of Union Social Service Corporation Board 2009 – Present
- Camera Review Board of Stamford, CT 2010 – Present

PROFESSIONAL REFERENCES

Dr. Robert W. Perry
Senior Pastor, Union Baptist Church
805 Newfield Avenue Stamford, CT 06905
Phone: 203-981-8363

Arlene H. Churn, PhD
Author
6100 City Avenue, Philadelphia, PA 19131
Phone: 215-877-5706

Dr. Boise Kimber
Senior Pastor, First Calvary Baptist Church
President, CT State Missionary Baptist Convention
609 Dixwell Avenue, New Haven, CT 06511
Phone: 203-996-8347

Walter E. Ellis
Senior Pastor, Pilgrim Rest Baptist Church
1436 East Washington Street, Montgomery, AL 36107
Phone: 334-538-0997

LEROY G. PARKER

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334.322.2695 (CELL)

REVPARKER@HOTMAIL.COM

Dr. John Kenny

Dean, Samuel Dewitt Proctor School of Theology of Virginia Union

1500 North Lombardy Street, Richmond, VA 23220

Phone: 804-307-6159



Reverend Leroy Gerome Parker is a native of Marion, Alabama. He is the fourth child of Ms. Delois Parker and Mr. Roy Morgan. He accepted Christ into his life and was baptized at the age of sixteen at the Berean Baptist Church in Marion, Alabama.

He graduated from Francis Marion High School and then went on to graduate from Alabama State University in Montgomery, Alabama, receiving a Bachelor of Science Degree in Elementary Education.

Reverend Parker received his Master of Divinity from Virginia Union University, Samuel Dewitt Proctor School of Theology in Richmond, Virginia, in May of 2008.

Reverend Parker received his license to preach in 1997 under the leadership of Reverend Lonnie Earl Anderson, Jr., at Berean Baptist Church in Marion, Alabama. Reverend Parker was ordained to the gospel ministry in 1999 at the Pilgrim Rest Missionary Baptist Church in Montgomery, Alabama under the leadership of Pastor Walter E. Ellis. Rev. Parker served as the Youth Pastor at the Hutchinson Street Missionary Baptist Church in Montgomery, Alabama, where the Rev. Dr. G.W.C. Richardson serves as the senior pastor.

He also served under some of our nation's prestigious clergy including Mayor Dwight Jones of the First Baptist Church of South Richmond and Reverend Dr. Geoffrey Guns of the Second Calvary Baptist Church of Norfolk, Virginia. Reverend Parker served for six years as the Assistant Pastor at Union Baptist Church in Stamford, Connecticut where Dr. Robert W. Perry is the Senior Pastor.

On November 29, 2013, Reverend Parker was overwhelmingly elected as the eighth pastor in the 118 year distinguished history of New Hope Baptist Church in Danbury, Connecticut. Rev. Parker serves on the Advisory Board and Joint Leadership Council of Jericho Partnership in Danbury.

Reverend Parker is married to the former Mistee J. Love and they are the proud parents of twin boys, Ryan and Evan.

He is a member of Kappa Alpha Psi Fraternity, Incorporated.

Tricia Robinson

39 Saddle Rock Road, Danbury, CT 06811
(612) 231-5064; indytricia@gmail.com

GOAL

My goal as an entrepreneur and a stay at home mom is to expose my daughters to as many life enriching experiences as possible. I left corporate America to be present with my girls - to help them grow to be socially responsible global citizens. Through my business and my volunteering efforts, they're able to directly see my desire to help others and improve the world around me.

SUMMARY

As a "Professional Volunteer," I serve as the PTO President at my daughter's school, a Junior Achievement facilitator, garden and media assistant, and a Parent Ambassador for prospective families. I am a 2016 graduate of the Parent Leadership Training Institute. As an advocate for school choice, I am working towards bring Danbury its first charter school that will deliver an outstanding International Baccalaureate® K-12 education to a much deserving population.

EXPERIENCE

Entrepreneur (2015 - current)

As a home business owner, I leverage my previous 17 years work experience and extensive social media and network marketing training to grow my business and develop leaders by assisting them in reaching their personal and financial goals.

GE Healthcare (2001 - 2013)

After finishing my Six Sigma Black Belt certification, I became a P&L leader to 20+ field engineers that installed and maintained diagnostic medical imaging equipment. I received numerous management awards for customer service and for exceeding business targets.

GE Plastics (1994 - 2001)

I worked as a co-op engineer in the GE Plastics Lexan Chain to improve and support production. I also spent 5 months learning Patent Law. Upon graduation from Purdue, I joined the Technical Leadership Program with roles in Sourcing, Human Resources & Design Engineering. My final role at GE Plastics was as a Six Sigma Black Belt in a start-up company - Global VMI.

EDUCATION

Purdue University, Bachelors of Science - Chemical Engineering
West Lafayette, IN (1992-1997)

University College London - Chemical Engineering Summer Lab (1996)
London, England (1996)

Carnegie Mellon, MBA - Tepper School of Business
Pittsburgh, PA (2004-2006)

Stephen C. Tracy

203 Ivy Mountain Road
Goshen, CT 06756
Stephentrac7@gmail.com
914-525-1883

Professional Experience

| | |
|--|--------------|
| Managing Partner Connecticut Youth Forward | 2015-present |
| Superintendent of Schools Connecticut Department of Children & Families | 2012 - 2015 |
| Superintendent of Schools Derby, Connecticut | 2008-2012 |
| Senior Vice President Edison Schools Inc. | 1993-2007 |
| Superintendent of Schools New Milford, Connecticut | 1985-1993 |
| Assistant Superintendent of Schools Farmington, Connecticut | 1980-1985 |
| Acting Chief, Bureau of Community & Adult Education Connecticut State Department of Education | 1979-1980 |
| Assistant to the Commissioner Connecticut State Department of Education | 1978-1979 |
| Social Studies Teacher Lakeland Public Schools, Shrub Oak, NY | 1971-1976 |
| Assistant to the Director of Vocational Education School District of Philadelphia | 1969-1971 |

Education

| | |
|--|------|
| Princeton University: A.B. (Public & International Affairs) | 1969 |
| Columbia University, Teachers College: M.A.T. (Social Studies) | 1972 |
| Harvard Graduate School of Education: Ed.D. (Educational Leadership) | 1984 |

APPENDIX C

- BPCS BYLAWS
- EDUCATIONAL SERVICES AGREEMENT TERM SHEET
(PROSPECT SCHOOLS INC. - DANBURY PROSPECT)

BY-LAWS
OF
BROOKLYN PROSPECT CHARTER SCHOOL
PREAMBLE

Brooklyn Prospect Charter School (the "Corporation" or the "School") is a not-for-profit education corporation chartered by the Regents of the University of the State of New York (the "Charter") effective as of July 28, 2008 (the "Effective Date").

ARTICLE I

OFFICES

The principal office of the Corporation shall be located at such place in the City of New York, State of New York as the Board of Trustees may from time to time determine. The Corporation may also have other offices at such other places both within and without the State of New York as the Board of Trustees may from time to time determine or the business of the Corporation may require.

ARTICLE II

MEMBERS

In accordance with the provisions of Section 601(a) of the Not-for-Profit Corporation Law of the State of New York, the Corporation shall have no members.

ARTICLE III

BOARD OF TRUSTEES

Section 1. Powers.

(a) The Board of Trustees shall have general power to control and manage the affairs and property of the Corporation in accordance with the purposes and limitations set forth in the Charter of the Corporation.

(b) It will be the function of the Board of Trustees (i) to review and approve all basic policies for the Corporation to see that they are consonant with the purposes of the Corporation in conducting the School, (ii) to approve the budgets for the School, (iii) to be responsible for the oversight of all aspects of the School's use of public and private funds, and (iv) to authorize the appointment and termination of the Executive Director.

Section 2. Number and Composition.

(a) The total number of trustees shall be fixed from time to time by resolution of the Board of Trustees. The President of the Parent Teacher Organization shall be an *ex officio* member of the Board of Trustees. The number of Founding Trustees of the Board of Trustees shall be nine (9). The Board of Trustees shall consist of the Founding Trustees and such other members as are appointed or elected and approved pursuant to the Charter (such other members, the "Non-Founding Trustees").

(b) The number of trustees may be increased or decreased (by abolishing the office of any trustee which is vacant) by resolution of the Board of Trustees; *provided, however*, that (i) the number of trustees shall at all times be not less than five (5) nor more than twenty (20); (ii) any action of the trustees to effect any decrease in the number of trustees shall require the vote of two-thirds of all the members of the Board of Trustees at a meeting of the Board of Trustees called for such purpose after notice thereof; (iii) no decrease shall shorten the term of any incumbent trustee; and (iv) a certified copy of such action shall have been filed in the office of the Regents of the University of the State of New York (the "Regents").

(c) The trustees should represent a diverse set of skills, both technical and experiential, which can assist in the development and subsequent oversight of the operations of the School. In addition, the Board of Trustees should provide, through its members, opportunity for input from the community served.

Section 3. Election and Term.

(a) Subject to the Charter and Section 3(b) of this Article III, each trustee, including the Founding Trustees and the Non-Founding Trustees, shall be elected for a term of two (2) years and until his or her successor shall have been elected or appointed and qualified, subject to his or her death, resignation or removal. At the end of each trustee's two-year term, he or she may be reappointed for another two-year term by a vote of a majority of the trustees present at any meeting at which there is a quorum, per Section 10 of this Article III. There are no term limits for trustees.

(b) The President of the Parent Teacher Organization shall serve, *ex officio*, as a voting member of the Board of Trustees. The President of the Parent Teacher Organization, appointed to the Board of Trustees through his or her election by the students' parents at the annual meeting of the Parent Teacher Organization, shall serve as a trustee as part of his or her presidency of the Parent Teacher Organization and will serve only so long as he or she holds such office.

(c) Newly created trustee positions resulting from an increase in the authorized number of trustees, and vacancies occurring on the Board of Trustees for any reason (including any such vacancy occurring by reason of the removal of any trustee from office with cause), may be filled, subject to the charter, by the vote of a majority of the trustees then in office, although less than a quorum, or by a sole remaining trustee. Each trustee so elected shall serve for a term/s as set forth in Section 3(a) of this Article

III and until the earliest of such trustee's successor being elected or appointed and qualified or such trustee's death, resignation, retirement or removal. The office of any trustee shall become vacant on his or her death, resignation, retirement, refusal to act, removal from office, expiration of his or her term or any other cause specified in the Charter. If any trustee shall fail to attend three consecutive meetings, such trustee, upon request by the Executive Committee (which shall be made after consultation with the Governance and Nominating Committee) shall resign from the Board of Trustees, and the vacancy shall be filled in accordance with this Section 3(c).

Section 4. Honorary, Non-Voting Board of Trustees Members.

(a) Upon recommendation of the Chairperson of the Board of Trustees and the Governance and Nominating Committee, the Board of Trustees may designate honorary, non-voting members of the Board of Trustees. The former Chairpersons of the Board of Trustees of the Corporation may serve as honorary, non-voting members of the Board of Trustees during their lifetimes.

(b) Honorary, non-voting members may attend all regularly scheduled meetings of the Board of Trustees. Honorary, non-voting members shall not be entitled to notice of meetings, whether regular or special. Upon written request, all honorary, non-voting members may receive minutes of the meetings of the Board of Trustees. Such honorary, non-voting members of the Board of Trustees shall not be counted in determining the presence of a quorum and the number of trustees as set forth in this Article III of these By-Laws.

Section 5. Removal.

(a) Any trustee of the Corporation may be removed or suspended from office by the vote of a majority of the entire Board of Trustees on examination and due proof of the truth of a written complaint by any trustee of misconduct, incapacity or neglect of duty; *provided, however*, that at least one week's previous notice of the proposed action shall have been given to the trustee whose removal or suspension is under consideration and to each other trustee.

(b) In accordance with Section 226 of the New York Education Law, the Regents may remove any trustee of the Corporation for misconduct, incapacity, neglect of duty or where it appears to the satisfaction of the Regents that the Corporation has failed or refuses to carry into effect its educational purposes. A hearing in the proceeding for the removal for such trustees shall be had before the Board of Regents or a committee thereof and the trustees shall be given at least ten days' notice of the time and place of such hearing.

Section 6. Offices.

(a) The Board of Trustees shall designate one of its members to be the Chairperson of the Board of Trustees. The Chairperson will serve, *ex officio*, as a voting member of all standing and special committees of the Board of Trustees and all committees of the Corporation; *provided*, that the Chairperson shall be disregarded for

purposes of determining the presence of a quorum at all meetings of such committees. The Chairperson will preside at all meetings of the Board of Trustees. The Chairperson will keep the members of the Board of Trustees informed on School matters and will submit all policy changes to the Board of Trustees for approval.

(b) The Chairperson may, in consultation with the Executive Director and with the approval of a majority of the Board of Trustees in office, designate one of the members of the Board of Trustees to be the Vice Chairperson of the Board of Trustees. The Vice Chairperson will preside at meetings of the Board of Trustees, in the absence of the Chairperson. In such areas as the Chairperson shall designate, with the approval of the Board of Trustees, the Vice Chairperson will have full authority and responsibility to represent and act for the Chairperson.

(c) The Chairperson may in consultation with the Executive Director and with the approval of a majority of the Board of Trustees, designate one of the members of the Board of Trustees to be the Secretary of the Board of Trustees and one of the members of the Board of Trustees to be the Treasurer of the Board of Trustees.

(d) Any two or more offices may be held by the same person, except the offices of president and secretary, or the offices corresponding thereto.

Section 7. Meetings. Regular meetings of the Board of Trustees shall be held at least monthly at such times and places as may from time to time be fixed by the Board of Trustees or as may be specified in a notice of meeting. Special meetings of the Board of Trustees shall be held at any time upon the call of the Chairperson or upon written demand of not less than three trustees.

Section 8. Notice of Meetings. Unless otherwise provided for in these By-Laws, notice of the time and place of each meeting of the Board of Trustees must be given to each trustee not less than five (5) nor more than ten (10) days before such meeting and in accordance with the New York Education Law and New York Public Officers Law. Notice shall be in writing and sent by mail, addressed to such trustee at his or her address as it appears on the records of the Corporation. Such notice shall be deemed to have been given when it is deposited in the United States mail. To the extent permitted by law, notice may also be by telephone or sent by electronic mail, facsimile transmission, telegraph, telex, courier service or hand delivery. Notice of a meeting need not be given to a trustee who submits a signed waiver of notice before or after the meeting, or who attends the meeting without protesting, prior thereto or at its commencement, the lack of notice.

Section 9. Place and Time of Meetings. Meetings of the Board of Trustees shall be held at the location, within or without the State of New York, which is fixed by the Board of Trustees or, in the case of a special meeting, by the person or persons calling the special meeting.

Section 10. Quorum; Manner of Acting. At each meeting of the Board of Trustees, a majority of the total number of trustees entitled to vote which the Corporation

would have if there were no vacancies shall constitute a quorum for the transaction of business. If a quorum is not present at any meeting of the Board of Trustees, a majority of the trustees present may adjourn the meeting, from time to time, without notice other than announcement at the meeting, until such a quorum is present. Except as otherwise provided in the Charter of the Corporation or in these By-Laws, the vote of a majority of the trustees present at any meeting at which there is a quorum shall be the act of the Board of Trustees.

Section 11. Conflicts Policy. In connection with all actions taken by the Board of Trustees or any committee of the Board of Trustees or the Corporation with respect to any contract or transaction between the Corporation and one or more of its trustees or officers or the committee members of the Board of Trustees or the Corporation or between the Corporation and any other corporation, firm, association or other entity in which one or more of the trustees or officers of the Corporation or the committee members of the Board of Trustees or the Corporation are trustees, directors or officers or have a substantial financial interest, affiliation or other significant relationship, each such interested trustee or officer of the Corporation or committee member of the Board of Trustees or the Corporation shall:

(a) disclose in writing to the Board of Trustees or, in the case of a committee, to the committee the material facts as to such trustee's, officer's or committee member's interest in such contract or transaction and as to any such common directorships, offices or substantial financial interest, affiliation or other significant relationship, which disclosure shall be duly recorded in the minutes or resolutions relating to such actions,

(b) abstain from voting on any such contract or transaction, and

(c) if requested by the Board of Trustees or, in the case of a committee, by the committee, leave the room during the discussion of and vote on such contract or transaction. Interested trustees may be counted in determining the presence of a quorum at a meeting of the Board of Trustees that authorizes such contract or transaction.

For purposes of the foregoing, the President of the Parent Teacher Organization shall be an "interested trustee" obligated to abide by the provisions of this Section 11 if the action being considered by the Board of Trustees would be reasonably likely to impact the child of the President of the Parent Teacher Organization in a manner different from the students of the School, or in such child's grade, as a whole.

Section 12. Organization. At each meeting of the Board of Trustees, the Chairperson or, in the Chairperson's absence, the Vice Chairperson or a person designated by the Chairperson shall act as chairperson.

Section 13. Committees of the Board of Trustees and of the Corporation.

(a) General. The Board of Trustees may, by resolution adopted by a majority of the entire Board of Trustees, designate one or more standing or special

committees or committees other than standing or special committees (which shall be committees of the Corporation) to have and to exercise such power and authority as the Board of Trustees shall specify and as permitted by law.

(b) Standing Committees. The Board of Trustees, by resolution adopted by a majority of the entire Board of Trustees, may designate from among its members the following standing committees (and such other standing committees as the Board of Trustees shall so designate), each of which standing committees, to the extent provided in such resolution, shall have the authority to make recommendations to the Board of Trustees to be voted upon in accordance with the requirements set forth in Article 3, Section 10 of these By-Laws. In addition, the Executive Committee shall have the authority of the Board of Trustees. However, no committee shall have authority as to the following matters: (1) the filling of vacancies in the Board of Trustees or in any committee of the Board of Trustees or the Corporation, (2) the fixing of compensation of the trustees for serving on the Board of Trustees or on any committee of the Board of Trustees or the Corporation, (3) the amendment or repeal of these By-Laws or the adoption of new By-Laws, (4) the amendment or repeal of any resolution of the Board of Trustees which by its terms shall not be so amendable or repealable, and (5) the granting of degrees or the removal of an individual from office:

(i) Education Oversight Committee. The Education Oversight Committee will consist of at least three (3) but no more than five (5) members of the Board of Trustees.

(ii) Executive Committee. The Executive Committee will consist of five (5) members of the Board of Trustees and will exercise the full powers of the Board of Trustees between Board of Trustees meetings, except to the extent that such power and authority cannot by law or these By-Laws be delegated to a committee or are otherwise reserved by the Board of Trustees to itself.

(iii) Discipline Committee. The Discipline Committee will consist of at least three (3) but no more than five (5) members of the Board of Trustees.

(iv) Finance and Audit Committee. The Finance and Audit Committee will consist of not less than three (3) but no more than five (5) members of the Board of Trustees.

(v) Planning Committee. The Planning Committee will consist of not less than three (3) but no more than five (5) members of the Board of Trustees.

(vi) Strategy and Development Committee. The Strategy and Development Committee shall assist the Board of Trustees in overseeing fundraising activities of the School and ensuring that the School's leadership maintains a strategic plan. It will consist of not less than three (3) members of the Board of Trustees.

(vii) Governance and Nominating Committee. The Governance and Nominating Committee will consist of at least three (3) and no more than five (5) members of the Board of Trustees.

All voting members of all standing committees must be members of the Board of Trustees.

(c) Special Committees. The Board of Trustees may, by resolution, create such special committees as may be deemed desirable. Special committees shall have only the powers specifically delegated to them by the Board of Trustees. All voting members of all special committees must be Board of Trustees members.

(d) Operation of Committees. Besides the Executive Committee and The Discipline Committee, no committee may make decisions on behalf of the Board of Trustees, nor may they make decisions that will bind Brooklyn Prospect Charter School. For all binding decisions, Committees other than the Executive Committee and The Disciplinary Committee may make recommendations to the Board of Trustees for a full Board vote in accordance with the requirements set forth in Article 3, Section 10 of these By-Laws.

(e) Operation of the Executive Committee and The Discipline Committee. At each meeting of the Executive and Discipline Committees of the Board of Trustees or the Corporation, a majority of the voting members of the committee shall be present to constitute a quorum. The vote of a majority of the voting members of The Executive and Discipline Committee present at any meeting at which there is a quorum shall be an act of the committee and may constitute an act of the Board of Trustees, except to the extent that such power and authority cannot by law or these By-Laws be delegated to a committee or are otherwise reserved by the Board of Trustees to itself. Minutes must be kept of any such vote of the Executive and Discipline Committees that binds the Board of Trustees. In the absence or disqualification of a member of the Executive or Discipline Committees, the member or members thereof present at any meeting and not disqualified from voting, whether or not such person or persons constitute a quorum, may unanimously appoint another trustee to act at the meeting in place of any such absent or disqualified member.

Section 14. Meeting by Conference Telephone. To the extent permitted by applicable law, any one or more members of the Board of Trustees or of any committee of the Board of Trustees or the Corporation may participate in a meeting of the Board of Trustees or such committee by means of a conference telephone or similar communications equipment allowing all persons participating in the meeting to hear each other at the same time. Any such member participating by telephone does not count towards quorum. However Members may participate by videoconference and be counted toward quorum

Section 15. Action Without a Meeting. To the extent permitted by applicable law, any action required or permitted to be taken by the Board of Trustees or any committee of the Board of Trustees or the Corporation may be taken without a meeting if

all members of the Board of Trustees or such committee consent in writing to the adoption of a resolution authorizing the action. The resolution and the written consents thereto by the members of the Board of Trustees or such committee shall be filed with the minutes of the proceedings of the Board of Trustees or such committee.

Section 16. Compensation of Trustees. The Corporation shall not pay any compensation to trustees for services rendered to the Corporation in their capacity as trustees, except that trustees may be reimbursed for reasonable expenses incurred in the performance of their duties to the Corporation.

ARTICLE IV

OFFICERS

Section 1. Officers. The officers of the Corporation may consist of an Executive Director, a Director of Finance & Operations, a Principal and such other officers with such titles as the Board of Trustees shall determine.

Section 2. Executive Director. The Executive Director shall be elected by the Board of Trustees as a professional in not-for-profit and educational management. The Executive Director is responsible for the effective functioning of the Corporation as a whole and is to stimulate and elicit cooperation by his or her professional and democratic leadership. The Executive Director's more specific duties are:

(a) to design and develop policies and procedures with the cooperation of the Faculty of the School;

(b) to report to the Board of Trustees and to submit to it for consideration proposals which involve policy;

(c) to present to the Executive Committee of the Board of Trustees the candidates for appointment to senior administrative positions and to report with his or her recommendations the conclusions reached for their consultation regarding hiring and termination;

(d) to represent the Corporation in the community; and

(e) to present an annual budget to the Board of Trustees.

Section 3. School Principals. The School Principals are appointed by the Executive Director in consultation with the Chairperson of the Executive Committee of the Board of Trustees and Chairperson of the Board of Trustees. The School Principals have the charge of the administration of the instructional program.

Section 4. Compensation. A majority of the Executive Committee of the Board of Trustees may from time to time establish the basis for the rate of compensation and benefits for the officers of the Corporation.

ARTICLE V

STAFF

Section 1. Additional Personnel. From time to time, the Executive Director may employ such other staff personnel with such titles as the Board of Trustees shall determine according to available administrative funds and needs of the Corporation.

Section 2. Compensation. The Board of Trustees or the Executive Committee thereof may from time to time review the basis for the rate of compensation and benefits for the staff personnel of the Corporation.

ARTICLE VI

EXECUTION OF INSTRUMENTS

Section 1. Contracts and Instruments. The Board of Trustees, subject to the provisions of Section 1 of Article III, may authorize one or more officers or agents of the Corporation to enter into any contract or to execute and deliver any instrument in the name of and on behalf of the Corporation. Such authority may be general or specific.

Section 2. Deposits. Funds of the Corporation may be deposited from time to time to the credit of the Corporation with depositories that are selected by the Board of Trustees.

Section 3. Orders for the Payment of Money and Endorsements for Deposit.

(a) All checks, drafts or other orders for the payment of money, notes or acceptances issued in the name of the Corporation shall be signed by the officer(s) or agent(s) of the Corporation authorized, and in the manner determined, from time to time by resolution of the Board of Trustees.

(b) Endorsements for deposit to the credit of the Corporation in any of its authorized depositories may be made, without countersignature, by any officer of the Corporation or may be made by hand-stamped impression in the name of the Corporation, unless otherwise provided by resolution of the Board of Trustees.

Section 4. Sale or Transfer of Securities. Stock certificates, notes, bonds or other securities held or owned by the Corporation may be sold, transferred or otherwise disposed of when endorsed for transfer by the officer(s) or agent(s) of the Corporation authorized, and in the manner determined from time to time by resolution of the Board of Trustees.

ARTICLE VII

INDEMNIFICATION

The Corporation shall indemnify to the fullest extent permitted by law, including the advancement of costs and expenses, all current or former officers, trustees, and, by affirmative vote of the Board of Trustees, other persons permitted by law to be indemnified.

ARTICLE VIII

AFFILIATED ASSOCIATION

Section 1. Parent Teacher Organization. The Parent Teacher Organization is an integral part of the School existing for the primary purpose of providing opportunities for parents to gain a better understanding of their child's life and to deal effectively with school-related problems of parenthood. Its purpose is to unify the life of the child by coordinating the influence of the home with that of the School, and to stimulate by study and discussion a fuller understanding of the ideals and purposes of the School and the educational trends of the times and movements in the community (intellectual, political and social) which may affect the well-being of children.

ARTICLE IX

GENERAL PROVISIONS

Section 1. Fiscal Year. The fiscal year of the Corporation shall be fixed by the Board of Trustees.

Section 2. Seal. The corporate seal shall have inscribed thereon the name of the Corporation, the year of its organization and the words "Education Corporation, New York." The seal may be used by causing it or a facsimile thereof to be impressed or affixed or in any manner reproduced.

Section 3. Books and Records. The Corporation shall keep correct and complete books and records of account of the activities and transactions of the Corporation, including a minute book, which shall contain a copy of the Charter of the Corporation, a copy of these By-Laws, and all minutes of meetings of the Board of Trustees and committees thereof.

ARTICLE X

AMENDMENTS

Section 1. Charter. The Board of Trustees may amend the Charter at a meeting of the Board of Trustees, at which a quorum is present, by a vote of three-fourths of the entire Board of Trustees; *provided, however*, that written notice be given to each

Trustee at least thirty days prior to such meeting; and *provided further, however*, that no such amendment shall be effective until approved by the Regents.

Section 2. By-Laws. The Board of Trustees may amend or repeal these By-Laws at any meeting of the Board of Trustees, at which a quorum is present, by a vote of two-thirds of the trustees present or by unanimous written consent of the Board of Trustees; *provided*, however, that written notice of the proposed amendment or repeal shall be given to each director not less than seven days before the date of such meeting. In connection with any such amendment or repeal of these By-Laws, the Board of Trustees will, to the extent required by applicable law, submit proposed revisions to the Charter or file certified copies of such actions in the office of the Regents.

ARTICLE XI

NONDISCRIMINATORY POLICY

Section 1. The School shall undertake and carry on its educational activities without regard to race, age, creed, color, national origin, gender, disability, marital status, sexual orientation or lineage or citizenship status or any other protected class. The School shall not discriminate on any of these bases in administering its educational policies, admission policies and other school-administered programs.

Section 2. The School will make its nondiscriminatory policy known, as required by law, to all segments of the general community served by the School by publishing a notice of its nondiscriminatory policy in a newspaper of general circulation or a broadcast medium that serves all segments of the community at least once annually.

TERM SHEET FOR EDUCATIONAL SERVICES AGREEMENT ("ESA")

between

PROSPECT SCHOOLS, INC. ("PSI")

and

DANBURY PROSPECT CHARTER SCHOOL (the "School")

The following is a summary of proposed terms to ultimately be incorporated into a comprehensive Educational Services Agreement that will memorialize the terms and conditions related to the educational and management services to be provided by PSI to the [proposed] School.

| | |
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| Term | July 1, 2018 to June 30, 2023. Renewable by mutual agreement with six (6) months advance notice. Term not to extend beyond term of the School's Charter. |
| Delegation of Duties | Through the ESA, the School's Governing Council will authorize PSI to undertake certain management duties on its behalf, along with senior leadership team members employed by the School. Governing Council to maintain ultimate oversight duty for the School. |
| PSI Services- Education | PSI to support development of curriculum and instruction programming according to PSI's model and will propose for the Board's adoption and PSI and Senior Leadership's implementation certain policies and procedures related to the management and administration of the School's day-to-day operations. PSI will assist with professional development. PSI will assist with the assessment of student progress and provide reports to the Governing Council. PSI will assist the School with selecting and purchasing instructional materials and supplies (at the School's expense) |
| PSI Services- Business Operations | PSI will support the business operations of the School by helping to prepare and maintain operation procedures, identify and contract with service providers and suppliers (including without limitation transportation, audit, legal, payroll service, custodial, food service, utilities, supplies, food service, etc.), with such costs in accordance with the School's budget and at the School's expense. PSI will assist with marketing the School's availability (student recruitment) and the application and enrollment of students. PSI will prepare and assist with the preparation of reports required by the |

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| | Department of Education. PSI will help identify and secure (through lease or purchase at the School's sole cost and expense) a facility. PSI shall assist the School with its communication to parents and other stakeholders. |
| PSI Services- Human Resources | PSI will lead recruitment of Head of School/Principal who will report directly to the Governing Council. PSI will assist Head of School/Principal with recruitment, hiring, training and supervision of the School's instructional, leadership and operations team (with Head of School/Principal having direct supervisory authority over his or her senior leadership team). All School staff shall be employees of the School. PSI will assist the Governing Council in identifying benefits packages (medical insurance, retirement plan, etc.) that the School will offer to School employees. |
| PSI Services- Financial Management & Reporting | PSI to assist with the development of financial policies and procedures and selection and implementation of financial management software (at the School's expense). PSI will assist with the preparation of an annual budget for the Governing Council's approval each year. [PSI will prepare financial statements and reports for the Governing Council on a monthly basis]. PSI will assist the School and its accounting professionals with preparation for the School's annual audit. Every two (2) years during the Term, conduct a School-wide quality evaluation and report results to the Board. |
| School Responsibilities- Education | Implement education program (including working with District on special education matters); administer assessments and diagnostics; School Leadership to handle (along with support from PSI) the day-to-day educational operations of the School. |
| School Responsibilities- Business Operations & Governance | <p>School Leadership: Contract with vendors; maintain school facility; maintain records; implement policies and procedures.</p> <p>Governing Council: along with assistance from PSI, develop strategy; approve policies and procedures; establish a fundraising strategy; conduct meetings of the Governing Council and take appropriate actions; address complaints; evaluate Head of School/Principal; communicate with Department of Education</p> |
| School Responsibilities- Human Resources | Along with assistance from PSI, hire the School staff; conduct professional development; supervise, discipline and evaluate the School's staff; implement benefit plans; maintain personnel records |

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| School Responsibilities- Finance & Legal | Obtain and maintain tax-exempt status; arrange and pay for annual audit; arrange and pay for legal services; arrange and pay for compensation and benefits for School employees |
| Fees | The School shall pay to PSI on a quarterly basis a management fee equal to ten percent (10%) of the School's Gross Revenues (all revenue except such revenue that is specifically earmarked as required by law for expenditure on certain programming) |
| Intellectual Property | PSI shall permit the inclusion of "Prospect" in the School's name for so long as PSI manages the Schools. Manuals, materials, know-how, methods, etc. shall be licensed to the School for the School's use during the Term. |
| Insurance & Indemnification | Both the PSI and the School shall carry commercially standard insurance and name each other as additional insureds on their respective policies. Each party shall indemnify the other, too. |
| Background Checks | PSI shall ensure that all employees are background checked and to the extent required by law or the Department of Education, employees who routinely work in the School facility will be fingerprinted. School shall ensure all School-employees, volunteers, etc. are fingerprinted, credentialed and background checked as required by law/Department of Education policy. |
| Termination | <p>By the School. School may terminate this Agreement if PSI materially breaches the Agreement and has not cured the breach within a reasonable period of time OR if the law changes in such a manner that would prohibit the School from entering into an agreement such as this Agreement for the provision of services contemplated by this Agreement.</p> <p>By PSI. PSI may terminate this Agreement if School fails to pay Fees on terms set forth in the Agreement, if School materially breaches the Agreement and has not cured the breach within a reasonable period of time or the law changes as per the above.</p> <p>Agreement may also be terminated by mutual agreement.</p> |
| Dispute Resolution | PSI and the School will first work to resolve concerns together. If concerns are incapable of being resolved, except where injunctive relief may be required, PSI and the School agree to submit any unresolved issues to binding arbitration before the |

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| | American Arbitration Association (with a single arbitrator), utilizing the expedited commercial rules when possible. |
| Annual Evaluation | on an annual basis, the Governing Council shall evaluate PSI's services based upon an agreed-upon evaluation tool and format. |

PRELIMINARY DRAFT EVALUATION TERMS FOR PROSPECT SCHOOLS, INC.

| Criterion | Rating | Frequency of Evaluation | Comments |
|---|---|--------------------------------|-----------------|
| Curriculum <ul style="list-style-type: none"> • Supports implementation of curriculum • Provides information and systems for implementation of curriculum • Provides initial staff training with respect to implementation of curriculum | _ Exceeds expectations _ Satisfactory _ Needs improvement _ Unsatisfactory | Annual | |
| Student Evaluations <ul style="list-style-type: none"> • Implements student performance evaluation systems • Assists in ensuring students take required standardized tests • Assists in maintaining detailed statistical information on performance of (i) School as a whole, (ii) each individual student and (iii) each grade. • Assists in identifying and measuring other measures of and goals for student and School performance | _ Exceeds expectations _ Satisfactory _ Needs improvement _ Unsatisfactory | Annual | |
| Audit <ul style="list-style-type: none"> • Cooperates with and provides School with information needed to complete School's annual audit | _ Exceeds expectations _ Satisfactory _ Needs improvement _ Unsatisfactory | Annual | |
| Criterion | Rating | Frequency of Evaluation | Comments |

| Budget and Financial Systems | Exceeds expectations _ Satisfactory _ Needs improvement _ Unsatisfactory | Annual | |
|---|---|--------|--|
| <ul style="list-style-type: none"> Provides annual projected budget that accounts for School's operating expenses for next fiscal year Assists School's Director of Operations with preparation of bimonthly financial statements Provides initial training to School's Director of Operations in the use of financial management software Provides support as to payment of invoices, payroll, monthly reconciliation of bank statements, debt and credit entries and procurement. | | | |

| Principals | Exceeds expectations _ Satisfactory _ Needs improvement _ Unsatisfactory | Annual | |
|---|---|--------|--|
| <ul style="list-style-type: none"> Assists with recruitment of new Principals when necessary Assists with evaluation of Principals Provides leadership training for Principals Provides ongoing coaching and training for Principals | | | |
| Teachers and Other School Personnel | Exceeds expectations _ Satisfactory _ Needs improvement _ Unsatisfactory | Annual | |
| <ul style="list-style-type: none"> Supports effort to recruit teachers, administrators and other School personnel Conducts preliminary screens of candidates forwards resumes of promising candidates to Principals Determines staff levels and responsibilities in conjunction with Principals Provides counsel, in conjunction with Principals, as to the evaluation and discipline of personnel Provides initial teacher training in PS's methods, curriculum, program and technology Provides training to administrative staff in consultation with Principals Assists School to develop the internal capacity to deliver ongoing teacher training | | | |

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| <ul style="list-style-type: none"> Sponsors professional development days for teachers | | | |
| Audit <ul style="list-style-type: none"> Cooperates with and provides School with information needed to complete School's annual audit | Exceeds expectations _ Satisfactory _ Needs improvement _ Unsatisfactory | Annual | |

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| Equipment and Information Technology <ul style="list-style-type: none"> Facilitates School's purchase of desks, furniture, equipment, library and media materials and other materials and furnishings integral to operation of School Facilitates School's purchase and procurement of information technology equipment and services Maintains and provides training in use of a Maintains and provides training in use of a central file server containing electronic curricular and school administration resources Provides training in use of student information system Recommends and ensures effective implementation of data back-up protocol Creates and maintains a link from AF's website to a page specific to School | Exceeds expectations _ Satisfactory _ Needs improvement _ Unsatisfactory | Annual | |
| Fundraising <ul style="list-style-type: none"> Conducts fundraising activities on behalf of School | Exceeds expectations _ Satisfactory _ Needs improvement _ Unsatisfactory | Annual | |

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| Marketing and Publicizing | Annual | Exceeds expectations _ Satisfactory _ Needs improvement _ Unsatisfactory | |
| <ul style="list-style-type: none"> Markets and publicizes for School | | | |
| Leadership Development | Annual | Exceeds expectations _ Satisfactory _ Needs improvement _ Unsatisfactory | |
| <ul style="list-style-type: none"> Identifies and develops future School leaders from existing School staff | | | |

| | | | |
|--|--------|---|--|
| Human Capital Management | Annual | Exceeds expectations _ Satisfactory _ Needs improvement _ Unsatisfactory | |
| <ul style="list-style-type: none"> Provides oversight and support to School in execution of human capital functions to ensure best practice in talent development and managing potential liability exposure | | | |
| Professional Development | Annual | Exceeds expectations _ Satisfactory _ Needs improvement _ Unsatisfactory | |
| Principal Support | Annual | Exceeds expectations _ Satisfactory _ Needs improvement _ Unsatisfactory | |
| <ul style="list-style-type: none"> Conducts monthly School visits to observe and coach Principals | | | |

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|---|---|--------|--|
| Facilities <ul style="list-style-type: none"> Assists in identification of new facilities as needed | Exceeds expectations Satisfactory Needs improvement Unsatisfactory | Annual | |
| School Policies <ul style="list-style-type: none"> Makes recommendations concerning School calendar, policies, rules, regulations, procedures, personnel and budget Shares best practices across all of the schools in Prospect Schools | Exceeds expectations Satisfactory Needs improvement Unsatisfactory | Annual | |

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| Funding Eligibility <ul style="list-style-type: none"> Assists upon request with the preparation and/or review of State aid applications and reports | Exceeds expectations Satisfactory Needs improvement Unsatisfactory | Annual | |
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| Rating | Rating Description |
|----------------------|--|
| Exceeds Expectations | PS exceeds the expectations of School by providing an excellent level of service, e.g., producing reports ahead of schedule, anticipating problem and responding immediately to urgent requests, working extraordinarily flexible hours to meet the School's needs, or providing supplementary detail or support "beyond the call of duty"; PS consistently advances the School's mission. |
| Satisfactory | PS consistently meets all performance expectations in timeliness, accuracy, responsiveness, efficiency, and integrity. In the rare event of failing to meet expectations, PS acknowledges the deficiency and takes clear and decisive action to address it. |
| Needs Improvement | PS has occasionally failed to meet the School's expectations, or has made a material error but otherwise has performed satisfactorily. In response to such failure, PS is slow to respond or challenges the facts rather than focusing on solving the problem proactively. |

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| Unsatisfactory | PS consistently fails to meet the 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

APPENDIX D

- EVIDENCE OF SUPPORT



The Association of Religious Communities, Inc. (ARC)
325 Main Street, Danbury, CT 06810 203-792-9450

July 3, 2017

Dr. Dianna Wentzell
Commissioner of Education
Connecticut State Department of Education
165 Capital Avenue
Hartford, CT 06143-2219

Dear Commissioner Wentzell:

I write to express my support of the Danbury Prospect Charter School (Danbury Prospect) proposal to establish an independent public charter school located in Danbury.

The core of the educational program will be built around the International Baccalaureate (IB) framework, making it the first public school of its kind in Connecticut. The school would greatly benefit students and the District with more innovative researched-based educational strategies that foster curiosity, respect, persistence and a passion for learning. Prospect will develop internationally minded students who recognize their common humanity and collective guardianship of the planet, to help to create a better and more peaceful world.

As the largest city without a public charter school, Danbury is a district in need of more public school options. If approved, the school will start with 6th grade (due to district overcrowding in that grade) and at capacity it will serve children in grades K-12.

I urge the Connecticut State Education Department to give full and fair consideration to the Danbury Prospect application. Prospect will significantly raise the academic achievement of more students in Danbury and will bring a much-needed prestigious educational institution to the State.

Thank you in advance for your attention to this important matter.

Sincerely,

Rev. Phyllis J. Leopold
Executive Director



Where the Past is Always Present!
43 Main Street, Danbury, Connecticut 06810
(203) 743-5200 • www.danburymuseum.org

June 13, 2017

Dr. Dianna Wentzell
Commissioner of Education
Connecticut State Department of Education
165 Capital Ave
Hartford, CT 061435-2219

Dear Commissioner Wentzell:

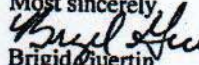
I write to express support of the Danbury Prospect Charter School (Danbury Prospect) proposal to establish an independent public charter school located in Danbury.

If approved, the proposed school would start with 6th grade (due to district overcrowding at that level) and at capacity it would serve children in grades K-12. The core of the educational program will be built around the International Baccalaureate (IB) framework and would be the first public school of its kind in Connecticut. The rigorous academics, exceptional teachers, and global citizenry theme would greatly benefit Danbury students and infuse the District with even more innovative researched-based instructional strategies.

This much-needed program will provide alternative educational solutions and offer students an educational foundation fostering critical thinking and a love for learning. The Danbury Museum believes Prospect will help in raising the academic achievement of more students in our area and bring a much-needed prestigious K-12 educational institution to the state. The Danbury Museum is excited about the possibilities inherent in partnering with this new school and the potential rewards that such a partnerships could bring to our Prospect students, our Danbury district and our Danbury community.

The Danbury Museum is thrilled to support Prospect and urges the Connecticut State Education Department to give full and fair consideration to the Danbury Prospect application to open a charter school that would provide high quality educational options for parents and students in Danbury.

Thank you in advance for your attention to this important matter.

Most sincerely

Brigid Guertin
Executive Director



The Hord Foundation, Inc.

P.O. Box 4671
Danbury, Connecticut 06813
203 794-6133 (office)
www.hordfoundation.org

FOUNDERS

Noel E. Hord
Cora E. Hord
(1943 - 1994)

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Samuel Hyman
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James E. Martin, Jr.
David R. Chipman, Esq.

May 30, 2017

Ms. Tracy Kelley
Project Manager
Danbury Prospect Charter School
30 Main Street, 3rd Floor
Danbury, Connecticut 06810

Dear Tracy,

We thank you for making time in your schedule to meet with The Hord Foundation Board of Trustees to present evolving plans that are being developed to establish the Danbury Prospect Charter School.

As we have shared with you, The Hord Foundation remains steadfast to our mission to encourage and reward excellence amongst scholars of African descent in the greater Danbury area by providing scholarships, offering support programs, and building a connected community.

Understanding the demographics of your initial student population will comprise of junior grades, The Hord Foundation will be available to support you with early planning preparatory college programs.

In closing, The Hord Foundation Board of Trustees would like to assure you and the team working on the Danbury Prospect Charter School undertaking that we are committed to offering our education support programs to your constituency throughout their academic career and providing scholarships to your deserving students seeking a quality post-secondary school education when your program expands to the 12th grade.

Sincerely,

Johnny G. Barnes
Chairman, Board of Trustees
The Hord Foundation, Inc.

*The Hord Foundation, Inc. is approved by the Internal Revenue Service as a 501(c)(3) tax-exempt organization.
All donations are tax deductible to the extent provided by the law.*



Dr. Dianna Wentzell
Commissioner of Education
Connecticut State Department of Education
165 Capital Ave
Hartford, CT 06143-2219

Dear Commissioner Wentzell:

I write to express my support of the Danbury Prospect Charter School (Danbury Prospect) proposal to establish an independent public charter school located in Danbury.

If approved, the proposed school would start with 6th grade and at capacity it would serve children in grades K-12. The core of the educational program will be built around the International Baccalaureate (IB) framework and would be the first public school of its kind in Connecticut. The rigorous academics, exceptional teachers, and global citizenry theme would greatly benefit Danbury students and infuse the District with even more innovative researched-based instructional strategies.

This much-needed program will provide alternative educational solutions and offer students an educational foundation fostering critical thinking and a love for learning. I believe Prospect will help in raising the academic achievement of more students in our area and bring a much-needed prestigious K-12 educational institution to the state.

I am pleased to support their request and urge the Connecticut State Education Department to give full and fair consideration to the Danbury Prospect application to open a charter school that would provide high quality educational options for parents and students in the Danbury.

Thank you in advance for your attention to this important matter.

Sincerely,

A handwritten signature in blue ink, appearing to read "Steve Bull". The signature is written over a horizontal line.

Steve Bull

President

Greater Danbury Chamber of Commerce, Inc.
39 West Street • Danbury, Connecticut 06810 • 203-743-5565
Fax: 203-794-1439 email: info@danburychamber.com
Web: www.danburychamber.com



Dr. Dianna Wentzell
Commissioner of Education
Connecticut State Department of Education
165 Capital Ave
Hartford, CT 061435-2219

Dear Commissioner Wentzell:

I am writing this letter in support of the Danbury Prospect Charter School (Danbury Prospect) as both a Danbury parent and co-founder of the non-profit Danbury Hackerspace.

My daughters attend Danbury High School, which has more than 800 students per grade, and the Danbury Prospect School would help with the overcrowding at the Danbury schools while providing a solid alternative educational option for students. While this school will open too late to impact my daughters, future generations will benefit from the unique curriculum of the Danbury Prospect School, with its focus on global citizenry and research-based instructional strategies.

Danbury has a STEM and Global Studies Middle School, but there are only 200 places for the more than 800 applications last year, so we obviously need more alternatives where the students can study Mandarin Chinese, global studies, and a curriculum designed to prepare students for college.

With Danbury being one of the school districts in the state with a growing student population, I urge the Connecticut State Education Department to give fair and full consideration to the Danbury Prospect application.

Thanks for your consideration.

Sincerely,

Mike Kaltschnee
Co-Director of the Danbury Hackerspace
A 501(c)3 Innovation Center

Exhibit 11 – Evidence of Community Support (School Partners)



FAMILIES NETWORK

OF WESTERN CT, INC.

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DANBURY, CT 06810

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FAX (203) 791-1379

Promoting safe & healthy environments for children through

Susan Giglio
Executive Director

Dr. Dianna Wentzell
Commissioner of Education
Connecticut State Department of Education
165 Capital Ave
Hartford, CT 06143-2219

parent education, support and child abuse prevention

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Alvin Goldman

James Hughes

John McIlillo
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Joseph Milana
Treasurer

Rina Patel

Phil Segan

Corinne Silver

June 11, 2017

Dear Commissioner Wentzell:

As the Executive Director of Families Network of Western CT, Inc., I write to express my support of the Danbury Prospect Charter School (Danbury Prospect) proposal to establish an independent public charter school located in Danbury.

If approved, the proposed school would start with 6th grade (due to district overcrowding at that level) and at capacity it would serve children in grades K-12. The core of the educational program will be built around the International Baccalaureate (IB) framework and would be the first public school of its kind in Connecticut. The rigorous academics, exceptional teachers, and global citizenry theme would greatly benefit Danbury students and infuse the District with even more innovative researched-based instructional strategies.

Emeritus Board

Peggy Day
1. Joseph Massoud

This much-needed program will provide alternative educational solutions and offer students an educational foundation fostering critical thinking and a love for learning. I believe Prospect will help in raising the academic achievement of more students in our area and bring a much-needed prestigious K-12 educational institution to the state.

Advisory Board

Melanie Bonjour

Estela Camacho

Eileen Costello

Maryalice Cullen

Annamarie Evans

Jack S.C. Fong

Patricia Mascoli

Valerie Ventura-Saudi

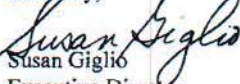
Mini Santosh

Karen White

I am pleased to support their request and urge the Connecticut State Education Department to give full and fair consideration to the Danbury Prospect application to open a charter school that would provide high quality educational options for parents and students in the Danbury. For our part, Families Network of Western CT, Inc. is fully committed and well poised to assist Danbury Prospect with access to parents of school aged children, other advocates for children and parent leaders in our community.

Thank you in advance for your attention to this important matter.

Sincerely,


Susan Giglio
Executive Director

PROGRAMS OF FAMILIES NETWORK ARE FINANCIALLY SUPPORTED BY
CT OFFICE OF EARLY CHILDHOOD, CITY OF DANBURY, THE PARENT TRUST FUND,
PRIVATE DONATIONS AND FOUNDATIONS



June 8, 2017

FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

Dr. Dianna Wentzell
Commissioner of Education
Connecticut State Department of Education
165 Capital Ave
Hartford, CT 06106-1659

Dear Commissioner Wentzell:

I am writing to express my support of the Danbury Prospect Charter School (Danbury Prospect) proposal to establish an independent public charter school in Danbury.

If approved, the proposed school would initially start with 6th grade, which would help to alleviate overcrowding that has been identified by Danbury Public Schools. The core of the educational program would be built around the International Baccalaureate (IB) framework and would be the first public school of its kind in Connecticut. The rigorous academics, exceptional teachers, and global citizenry theme would greatly benefit Danbury students and infuse the District with even more innovative research-based instructional strategies.

This much-needed program will provide alternative educational solutions and offer students an educational foundation fostering critical thinking and a love for learning. I believe Prospect will help in raising the academic achievement of more students in our area and bring a much-needed prestigious K-12 educational institution to the state. The Regional YMCA as well as Y's across the country believes it is vital that we close the growing achievement gap. Unfortunately Connecticut has one of the largest achievement gaps in the country.

I am pleased to support their request and urge the Connecticut State Education Department to give full and fair consideration to the Danbury Prospect application to open a charter school that would provide high quality educational options for parents and students in Danbury.

Thank you in advance for your attention to this important matter.

Sincerely,

Marie B. Miszewski
President & CEO

REGIONAL YMCA OF WESTERN CONNECTICUT
www.regionalyymca.org



**DANBURY GRASSROOTS
ACADEMY**
EDUCATION - CHARACTER - TENNIS - HEALTH

May 22, 2017

Dr. Dianna Wentzell
Commissioner of Education
Connecticut State Department of Education
185 Capital Ave
Hartford, CT 06143-2219

Dear Commissioner Wentzell:

Our names are Lauren Bailey and Carl Bailey and we are the Executive Director and Founder/President of the Danbury Grassroots Academy in Danbury, CT. We are writing to express our support of the Danbury Prospect Charter School's (Danbury Prospect) proposal to establish an independent public charter school located in Danbury. If approved, the proposed school would start with 6th grade and at capacity it would serve children in grades K-12. The core of the educational program will be built around the International Baccalaureate (IB) framework and would be the first public school of its kind in Connecticut. The rigorous academics, exceptional teachers, and global citizenry theme would greatly benefit Danbury students and infuse the District with even more innovative researched-based instructional strategies.


This much-needed program will provide alternative educational solutions and offer students an educational foundation fostering critical thinking and a love for learning. We believe Danbury Prospect will help in raising the academic achievement of more students in our area and bring a much-needed prestigious K-12 educational institution to the state. We believe in their mission and their goals to prepare students to become global citizens and help them to develop the love of learning that provides the foundation for life long personal and academic success.

Over the past decade Danbury Grassroots Academy has assisted hundreds of students. DGA is a free, year round program serving 50 at-risk, select students, ages 8-18, annually, since 2006. Our mission is to improve the lives of promising, selected students in Danbury emphasizing education, character, tennis, and health. We have four primary goals: To stress the critical importance of education; to provide tools necessary to develop honorable character traits; to teach the basics of tennis; and to emphasize the value of nutrition and exercise. Specific and long term objectives are to improve report card grades, DRA reading levels, high school graduation rates, and establish career paths or college education. Students will learn to become personally responsible in all areas of their lives, with a strong focus on their academics. Students will learn to value education, take pride in their academic work, and demonstrate a persistence to achieve excellence.

From our experience in working with Danbury students over the past decade, we are excited about the possibility of providing these students an opportunity to participate in the Danbury Prospect charter school curriculum. Specifically, Danbury Prospect will be a K-12 school whose students are better prepared for success in higher education and employment in an increasingly pluralistic and global economy. Students will work side by side with other students who may think differently and may be more diverse in their backgrounds; children who are raised in different social and cultural environments; and students whose families have broadly divergent world views and speak a multitude of different languages at home. Students will cooperate by preparing each other with a robust understanding of, and superior ability to navigate, in our increasingly global world environment.

We are pleased to support Danbury Prospect's request for approval and we urge the Connecticut State Education Department to give their full and fair consideration to the Danbury Prospect's application to open a charter school that would provide high quality educational options for parents and students in Danbury.

Thank you in advance for your attention to this important matter.

Lauren Bailey

Executive Director

Carl Bailey

Founder/President

Danbury Grassroots Academy P.O. Box 29121 Danbury, CT 06813 www.danburygrassrootsacademy.org

Danbury Grassroots Tennis, Inc. is a Section 501(c)(3) tax exempt organization.

Carl Bailey
President
Walter Beatty
Vice President
Michael Smith
Treas./Sec.
Lauren Dalton
Director
Lynn Radford
Director of Education

Board of Directors

Sandra Atanasoff
Kathleen Brown
Georgia Carrington
Lisa Donovan
Art Goldblatt
Pam Higgins
Robert Lapple
Greg Moran
Robert Mercorella
Dr. David Pazer
Cathy Perry
Liz Preville
Becky Strominger
Charles Valenzuela

Exhibit 12 – Evidence of Community Support (Parent Letters of Support) Our primary constituent group, of course, are Danbury parents and families. We have continued to receive letters from parents and students expressing their support for Danbury Prospect Charter School. Below are just a sample of the many letters and expressions the team continues to receive from across the Greater Danbury community

Dr. Dianna Wentzell
Commissioner of Education
Connecticut State Department of Education
165 Capitol Ave
Hartford, CT 06106-1630

Dear Commissioner Wentzell:

As a long-standing parent and elected official in the Danbury community, I know that our school system is doing a great job preparing kids for a successful future. Still, our city is a growing and diverse one and I believe strongly that our educational system can do a better job of adapting to the needs of each student. That's why I believe families in our city need and deserve access to a public charter school. Therefore, I am writing in strong support of Danbury Prospect Charter School's intent to submit a charter school application to the Connecticut State Department of Education for the 2018 new school development process.

Whether a student wants to graduate and head straight into the workforce, attend college, or join the military, it is our responsibility as a community to ensure they're prepared to walk their chosen path. The charter proposed by Danbury Prospect Charter School would offer a new, innovative way to make that happen — and critically, a charter school will offer additional high-quality seats at a significantly lower cost to the city.

Better schools make Danbury a more desirable place to live, work, and be a part of. They also make it more likely for kids to stick around or move back here to build their own lives.

As things stand, we have a high-quality school system that's in need of additional seats. If our community were given the opportunity to propose a charter that fits the needs of our families and students, it would drastically improve our portfolio of educational options.

All we need to make that happen is approval of Danbury Prospect Charter School's forthcoming application from the state.

Sincerely,

Irving Fox

Councilman, 1st Ward, Danbury City Council

Parent of Ryan, Bradley, Valerie, and Adam Fox

July 7, 2017

Dr. Dianna Wentzell
Commissioner of Education
Connecticut State Department of Education
165 Capitol Avenue
Hartford, CT 06106-1630

Dear Commissioner Wentzell:

I am writing this letter to express my support for the proposed Danbury Prospect Charter School, projected to open in 2018.

When I first learned about this proposal, I must admit that I knew nothing about charter schools. I started asking questions and doing my research. The idea of having this wonderful opportunity in our city is beyond exciting. I love the fact that charter schools are primarily chosen because of their higher academic standards, small class sizes, ground-breaking approaches, and matching educational philosophies. We most certainly need an option like this in Danbury.

Danbury continues to grow every year and over the past decade has grown 17% while other cities and towns have seen a decrease. We are the fastest growing city in the state. As a parent, I am very concerned about these numbers. We all want the very best for our children, but when they are put in overcrowded classrooms it becomes a concern. Danbury recently added a third middle school but they are all still crowded. We only have one high school with a student body population of over three thousand. We are the largest in the state. Danbury needs another option for the citizens of the large, diverse community.

My husband and I decided to purchase a home here in Danbury 17 years ago for many reasons. One of which was that we wanted to expose our children to diversity but we also loved the idea that Danbury Public Schools offered choices. We would love for one of those choices to be a charter school.

Not only would The Danbury Prospect Charter School add a great choice for our families but would compliment our current programs and offer a different way of learning. It would offer our students the opportunity to shine in a different way.

Sincerely,



Victoria Ceylan

Mother of a 4th grader and an 11th grader and proud resident of Danbury for 20 years

June 18, 2017

Dr. Dianna Wentzell
Commissioner of Education
CT State Dept. of Education
165 Capitol Avenue
Hartford, CT 06106

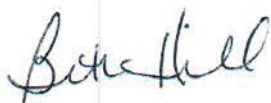
Dear Dr. Wentzell:

I am a resident of Danbury, CT for the past 12 years & a parent of a soon-to be Fourth Grader at Great Plain Elementary School in Danbury. Our experience with the Danbury Public school system has been challenging and I am writing to you to ask for your support of the Danbury Prospect Charter School.

We moved to Danbury because of its diverse population in anticipation of raising a family here. As a graduate of the NYC Public School System, there was no doubt I wanted to send my children to the public schools in Danbury, but my experience with our school has been less than stellar. Although my child is thriving, I feel she is just learning the basics and any extra assistance she needs with reading or math is not addressed because she tests at level and the teachers and administrators are overwhelmed.

I strongly believe that our kids deserve a choice in Danbury and Danbury Prospect Charter School would give those children who are struggling in the traditional public school system a chance to flourish and learn in an environment that best meets their needs.

Warmly,

A handwritten signature in cursive script that reads "Beth Hill".

Beth Hill
Concerned Mom

7/7/2017

Dr. D. Wentzell
CT Department of Education
165 Capitol Ave
Hartford, CT 06106

Dear Dr. Wentzell ,

As a longtime resident and also a parent, the Danbury school system must be given other choices.

The population increase that has impacted the classroom numbers has been overwhelming to both teachers and students. I believe with the addition of the charter school, it can allay this situation and also begin the model of future advantages for this city.

The existence of charter schools is to make sure every child has access to a quality education. With the freedom and choice to do so, charters set higher standards and must meet them to stay in business.

Most traditional district public schools stay in business no matter how poorly they perform. Charters are one of America's tickets to a higher-quality school system.

I strongly believe that our kids deserve a choice in Danbury and Danbury Prospect Charter School would be an excellent addition.

Thank you for your support.

Respectfully,

A handwritten signature in black ink, appearing to be 'PK' followed by a long horizontal stroke.

Phyllis Kurtenbach

Dr. Dianna Wentzell
Commissioner of Education
Connecticut State Department of Education
165 Capitol Ave
Hartford, CT 06106-1630

Dear Commissioner Wentzell:

It is with great anticipation that I write this letter to express my strong support for the proposed Danbury Prospect Charter School, projected opening 2018.

Upon first learning about this proposal, I visited the Brooklyn Prospect Charter School, on which the Danbury Prospect would be modeled. I received a tour from a student ambassador, met and spoke with Executive Director and Co-founder, Daniel Rubenstein, as well as several administrators, faculty, staff and students. I witnessed classes in progress, which were all small with at least 2 staff members present and engaged with students. Walking through the halls, there was a strong sense of community based upon mutual respect for every individual, every culture and race in a very diverse setting. I also had the opportunity to view a Professional Development session, where the ultimate gain in every learning opportunity was driven by the care and nurture of the whole child.

As you know, Danbury public schools are currently facing very unique challenges. At a time when Connecticut's total public school enrollment has steadily declined over the past decade, Danbury's has steadily increased by 17%. This increase bears rising high levels of English language learners, low-income and special education students who require additional resources to have equal opportunity to learn and achieve success. A recent study presented to the Danbury Board of Education shows student enrollment will continue to rise with significant increases across all grade levels. Even with the addition of a new intradistrict magnet middle school, the 6th – 8th grade population has grown by about 21% over the past decade and is projected to grow by another 8.6% over the next four years.

Not only is Danbury the fastest growing city in the state, it boasts the largest high school. While the school offers an extensive array of programs, not all students have the ability or support to thrive at such a large school. My husband and I chose to raise our family in Danbury, because of the various opportunities, rich diversity, wonderful community and conveniences of a large city; however, this growth and diversity comes at a price. Our district is one of the most underfunded and struggles to reach state standards. At a time when we are in dire need of more resources for our children, our public school options are limited. Danbury is the only large city in Connecticut without a charter school.

The Danbury Prospect Charter School would ease the overcrowding across the district, raise the bar for academic achievement, compliment our current programs, provide more choice for families and engage parents and guardians. By providing the distinguished International Baccalaureate program, it would give all of our students another opportunity to succeed, as well as a chance to shine in the highly competitive higher education arena.

Sincerely,



Rachel Chaleski

17-year Danbury Resident and Parent of 2nd and 4th graders in the Danbury Public School System

Dr. Dianna Wentzell

Commissioner of Education

Connecticut State Department of Education

165 Capital Ave

Hartford, CT 061435-2219

June 15, 2017

Dear Commissioner Wentzell:

I write to express my support of the Danbury Prospect Charter School ("Danbury Prospect") proposal to establish a public charter school that will be located in Danbury serving children of the ---District that I represent.

If approved, the proposed school would start with 6th grade and at capacity it would serve children in grades K-12. The core of the educational program will be built around the International Baccalaureate (IB) framework and would be the first public school of its kind in Connecticut. The rigorous academics, exceptional teachers, and global citizenry theme would greatly benefit Danbury students and infuse the District with even more innovative researched-based instructional strategies.

This much-needed program will greatly impact many systemic problems that exist in the Danbury school system and would give students in the area the educational foundation that will foster critical thinking and a love for learning.

I am pleased to support their request and urge the Connecticut State Education Department to give full and fair consideration to the Danbury Prospect application to open a charter school that would provide high quality educational options for parents and students in the Danbury.

Thank you in advance for your attention to this important matter.

Yours Truly,

Bernarda Sari.

Bernarda Sari

Danbury Resident, Mother to Danbury students Brayan, 10, and Kelly, 15

Maura & Emmanuel Juan
66 Deer Hill Ave
Danbury CT 06810

Dr. Dianna Wentzell
Commissioner of Education
Connecticut State Department of Education
165 Capital Ave
Hartford, CT 061435-2219

June 1, 2017

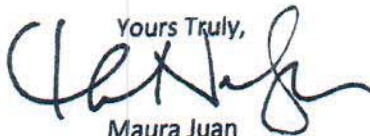
Dear Dr. Wentzell,

This letter is to express our support for the Danbury Prospect Charter School (Danbury Prospect) team in their efforts to open a charter school to serve the Danbury community. We welcome the founding team's efforts to offer Danbury students a new more rigorous and promising public school option.

Our children attend the AIS Magnet School, and we are thrilled to have school choice.

I strongly support the proposal to bring a new K-12 International Baccalaureate themed college preparatory option with a focus on developing principled risk-takers, critical thinkers, inquirers, and internationally-minded leaders. With the growing ever changing global economy, I believe this model is well suited to provide our young people with the economic opportunities they need to succeed in pursuing the chosen paths to college and careers. I look forward to hearing of its approval; please feel free to contact me with any questions.

Yours Truly,

A handwritten signature in black ink, appearing to read 'Maura Juan', written over the printed name.

Maura Juan

Danbury Resident, and mother to students Anselm, 10 and Campbell, 8

Dr. Dianna Wentzell
Commissioner of Education
Connecticut State Department of Education
165 Capital Ave
Hartford, CT 06143-2219

June 2, 2017

Dear Commissioner Wentzell:

I am writing in support of Danbury Prospect Charter School's intent to submit a charter school application to the Connecticut State Department of Education for the 2018 new school development process.

Danbury Prospect Charter School (Prospect) is an independent public charter school that will be located in Danbury. If approved, it will open for the 2018-2019 school year and serve children in grade 6 (increasing one grade each year until K-12 at capacity). The school will pair students with excellent teachers in a college preparatory environment using the International Baccalaureate (IB) framework. The historical significance of the school also compels me to support Danbury Prospect's application as once approved, it will be the first K-12 IB themed public school.

I commend Danbury Prospect Charter School for recognizing the need for high quality educational options and a diverse approach. I wholeheartedly support Prospect's intent to submit a charter school application and urge your office to strongly consider a favorable review of their application. The Danbury school system could benefit greatly from a school like this and many parents such as myself want the best education possible for their child.

Sincerely,



Jodi Impastato

Danbury Resident, mother to Danbury student Lauren Impastato age 8

Dr. Dianna Wentzell
Commissioner of Education
Connecticut State Department of Education
165 Capital Ave
Hartford, CT 061435-2219

June 5, 2017

Dear Connecticut State Department of Education:

I am happy to express my support for the Danbury Prospect Charter School (Danbury Prospect) team in their efforts to open a charter school to serve the Danbury community. As an organization that focuses on serving the families and students of this community, I welcome the founding team's efforts to offer Danbury students a new more rigorous and promising public school option.

I strongly support the proposal to bring a new K-12 International Baccalaureate themed college preparatory option with a focus on developing principled risk-takers, critical thinkers, inquirers, and internationally-minded leaders. With the growing ever changing global economy, I believe this model is well suited to provide our young people with the economic opportunities they need to succeed in pursuing the chosen paths to college and careers. I look forward to hearing of its approval; please feel free to contact me with any questions.

Yours Truly,

Stella Aslanyan



Danbury Resident, Mother to Danbury student Anahit, 8

305 Sienna Dr
Danbury, CT 06810
Phone: 603 203 1192

Dr. Dianna Wentzell
Commissioner of Education
Connecticut State Department of Education
165 Capital Ave
Hartford, CT 061435-2219

June 12, 2017

Dear Connecticut State Department of Education:

I am happy to express my support for the Danbury Prospect Charter School (Danbury Prospect) team in their efforts to open a charter school to serve the Danbury community. As a parent in this community, I welcome the founding team's efforts to offer Danbury students a new more rigorous and promising public school option.

I strongly support the proposal to bring a new K-12 International Baccalaureate themed college preparatory option with a focus on developing principled risk-takers, critical thinkers, inquirers, and internationally-minded leaders. With the growing ever changing global economy, I believe this model is well suited to provide our young people with the economic opportunities they need to succeed in pursuing the chosen paths to college and careers. I look forward to hearing of its approval; please feel free to contact me with any questions.

Yours Truly,



Fabiana Neupmann
Danbury Resident, Mother to Danbury student Lukas, 10

Tricia Robinson

39 Saddle Rock Road
Danbury, CT 06811
203-826-9715
indytricia@me.com

July 12, 2017

Commissioner Dianna Wentzell
Connecticut State Department of Education
165 Capitol Avenue
Hartford CT 06106-1630

Dear Commissioner Dianna Wentzell

I am writing you in strong support of bringing the Prospect Charter School to Danbury, CT, by the fall of 2018.

When I first learned about this Charter School, I'll be honest - my eyebrows raised and I asked my friend, "Why do we need a charter school here?"

Well, it didn't take long for me to understand WHY we needed Danbury Prospect Charter School. I attended a local meeting to understand the mission of the school. I did my own research and found that unfortunately, Danbury is facing an ever-increasing student population. Our schools are bursting at the seams; each year more space is added and it never seems to be enough. And finally, while my children attend Western Connecticut Academy for International Studies (AIS) and have received a stellar education (which I later found out was based upon the IB curriculum), most of my Danbury friends would not agree that their children have the opportunity to learn the kinds of things my children learn at AIS.

I have lived in Danbury for the past 10 years. I love Danbury - I don't want to leave. But I'm finding that more and more of my friends are moving away because they are not comfortable with the level of education their children are receiving in Danbury. I think there are some REALLY amazing teachers in our district (and not all just at AIS). But, because we are the lowest funded city in the state, with a significant level of high needs students, our teachers cannot do all that they need to do with the resources that they have.

Not only would Danbury Prospect Charter School significantly improve our over-crowding population, most importantly, it would offer a new public school choice for students to be able to receive a well-proven, IB curriculum to help them be more successful once they graduate high school.

Danbury resident and mother to Kiran Suri (8) and Priya Suri (5)

Sincerely yours,

Tricia Robinson

Tricia Robinson

Dr. Dianna Wentzell
Commissioner of Education
Connecticut State Department of Education
165 Capitol Ave
Hartford, CT 06106-1630

Dear Commissioner Wentzell:

I am writing in support of Danbury Prospect Charter School's intent to submit a charter school application to the Connecticut State Department of Education for the 2018 new school development process.

I strongly support and believe in the values that this charter school will offer, I have over 10 years of experience working in world class companies and I have seen how this kind of companies support this values and attributes as well, I totally believe that someone with these attributes is able to succeed in all areas of life, and I would love my kids to be guided and become risk takers, communicators, open minded, inquirers, balanced, just to mention a few.

Teaching a curriculum built around International Baccalaureate (IB) Framework is so important and critical when a student with international vision want to succeed not just in the USA but also in any country they would like to work, I have working experience in Mexico, Brazil, Canada and USA and it has been an amazing experience working in different countries because it opened your eyes and your vision of the world, so I totally agree that having an IB in your Resume, can open many doors, talking about professional job opportunities. So this is another strong reason why I support and believe that this charter school will give to my kids valuable tools that they will be more than ready to be successful at College and eventually successful when they become a College graduated, and I think this is a win win situation where Danbury will give this wonderful gift that is world class education to the kids but also these educated kids will give back to our community as they become citizens who care, who lead, who are able and prepared to make changes when they see a need and who want to live in a better and caring world.

So I humbly ask for your support to help on the approval of this charter school, as a Danbury resident and mother of a 5 years old boy and a 2 years old girl, I just would love and look forward to have the option and opportunity to my kids to attend this magnificent school in the near future.

Sincerely,

Ana Guevara, Danbury Resident and mother of Damian Hernandez and Emma Hernandez

Dr. Dianna Wentzell
Commissioner of Education
Connecticut State Department of Education
165 Capital Ave
Hartford, CT 06106-1630

Dear Connecticut State Department of Education:

I am happy to express my support for the Danbury Prospect Charter School (Danbury Prospect) team in their efforts to open a charter school to serve the Danbury community. Danbury schools are underperforming and though we have a handful of magnet schools, none of them offer the proposed program for Danbury Prospect.

As a mother and scientist, I welcome the founding team's efforts to offer Danbury students a new more rigorous and promising public school option with focus on the whole child and committed to providing the tools our children need to be part of the 21st century workplace: risk-taking and critical thinking.

In my work as a scientist, I understand firsthand the kinds of human resources needed to tackle some of the most pressing problems our world will face such as housing, food security and clean water for the projected 9 billion humans that will inhabit this planet by 2050. Those are big problems that only principled, creative and global-thinkers can solve. These are some of the pillars embraced by the International Baccalaureate program proposed by Danbury Prospect and I believe this model would be well suited to create the problem solvers of tomorrow.

I look forward to hearing of its approval; please feel free to contact me with any questions.

Sincerely,

Dr. Nadya Morales-Cummings
Senior Scientist at BASF Corporation
24 E. Hayestown Rd. Danbury, CT 06811
Nadya.morales@gmail.com
203-788-4527

Dr. Dianna Wentzell
Commissioner of Education
Connecticut State Department of Education
165 Capital Ave
Hartford, CT 061435-2219

Dear Commissioner Wentzell:

I write to express my support of the Danbury Prospect Charter School ("Danbury Prospect") proposal to establish a public charter school that will be located in Danbury serving children of our community.

If approved, the proposed school would start with 6th grade and at capacity it would serve children in grades K-12. The core of the educational program will be built around the International Baccalaureate (IB) framework and would be the first public school of its kind in Connecticut. The rigorous academics, exceptional teachers, and global citizenry theme would greatly benefit Danbury students and infuse the District with even more innovative researched-based instructional strategies.

On the personal note, I have a five years old son that will begin Kindergarten next September. He had been on the public school system for the last two year. He is a highly skilled kid that knew counting to 100, all the alphabet and basic writing and reading before entering on the public system. On the public school experience I did not recognize that any of his academic skill were develop on his fully potential.

I am really hopeful that a program as Danbury Prospect will bring a fresh view of old and rigid education pattern that will benefit the community by creating a new generation of effective leaders.

I am pleased to support their request and urge the Connecticut State Education Department to give full and fair consideration to the Danbury Prospect application to open a charter school that would provide high quality educational options for parents and students in the Danbury.

Thank you in advance for your attention to this important matter.

Víctor G Hernández Father of Damían A Hernández

June 26²⁰¹¹

Dear Dr. Dianna Wentzell,
I am going into the fourth
grade at Great Plain Elementary
School.

It would be nice for Lamberg
to have a charter school
so kids can have a choice
of where they can go to school.

It would also be nice to
learn a second language and
other stuff not taught at are
public schools.

Thank you for helping
us get a charter school.

Sincerely,
Ruby Hill

6-29-2017

Dear Mr. Wintzell,

I think Lansing
should have a Charter
School.

I am going into 5th
grade at the Academy for
International Studies.

I hope to continue global
studies in middle school.

Our middle schools are really
big, we only have one high
school and zero charter schools.

Sincerely,

Benjamin
Chaleski

Ana Peña
13 Morning Place
Danbury CT 06810

Hola , mi nombre es Ana Peña soy madre de 3 niñas y 1 niño , la edad es de la mayor 10 años , Niño 7 y la Pequeña 3 , somos residente de Danbury CT Estoy escribiendo esta carta para darle mi voto y soporte al Danbury Prospect Charter School Mis razones son las siguiente mis niños necesitan una mejor education y dedicacion educativa Porque quiero que mis hijo y hijas tenga un mejor futuro que se , que lo Pueden conseguir a travez de la Prospect Schools. Danbury necesita un cambio positivo Para nuestro hijos y hijas. Le agradecer a todo el equipo de hacer esto posible con informarle a las personas sobre este Programa Escolar

Sinceramente
Ana Peña

7/7/7

Dear Dr. Wentzell,

My name is Ryan Ceylan
and I am going into 4th grade
at Stadelrough Elementary School
here in Danbury. I think Danbury
should have a charter school.

In 2019, I will be ready for
middle school. Danbury is really, really
big and we already have three
middle schools. My mom says that
Danbury is one of few districts
that keeps growing. That's scary.
How can we fit all of these
kids in our schools?

I think we should give
people more choices and a
charter school is a good idea
because we don't have any. It
will be a great opportunity
for us.

Sincerely,
Ryan Ceylan

7/7/17

Dear Dr. Wentzell,

I think Danbury should welcome a Charter school for our students.

My name is AJ Ceylan and I will be entering 11th grade at Danbury High School. We only have one high school and it is big and crowded.

The idea of having a Charter school in our city sounds great. It would give students an opportunity to have smaller classes and a different way of learning. I think it would be great for my little brother.

Please consider helping Danbury welcome a Charter school.

Sincerely,
AJ Ceylan

7/7/2017

Latesha Burton
Parent Leader
7 Padanaram Road, Apt A3
Danbury, CT 06811

Dr. Dianna Wentzel
Commissioner of Education
Connecticut State Department of Education
165 Capitol Ave
Hartford, CT 06106-1630

Dear Commissioner Wentzell,

I am a parent leader. I believe there should be more options for the children in my community. The Danbury Prospect School will offer a higher education for the children. We need to invest in the children because they are our future leaders. Please consider helping to build up the community in Danbury.

Thank you for your support,

Latesha Burton
Parent Leader

Parent Leader

Dr. Dianna Wentzell
Commissioner of Education
Connecticut State Department of Education
165 Capital Avenue
Hartford, CT 06106-1630

July 6, 2017

Dear Dr. Wentzell,

I am writing in support of Danbury Prospect Charter School's intent to submit a charter school application to the Connecticut State Department of Education for the 2018 new school development process and to respectfully ask that you give it serious consideration.

Despite being consistently ranked high in the top half of US states in terms of education quality, Connecticut has historically had the largest achievement gap and most wide-spread inconsistencies from district to district. Availability to high-quality choices in public education could be key in reducing that gap and for an Alliance District such as Danbury, it will be a real game-changer. Offering the International Baccalaureate (IB) program to the residents of Danbury would undoubtedly help prepare more students for the ever-changing world and its associated educational requirements.

The Prospect team have proven their commitment and expertise with the successes seen in Brooklyn. Likewise, the IB program has a strong worldwide reputation of high standards, accountability and results. This combination can only be a huge win-win for Danbury and I strongly believe it will make a positive difference for many families whose only option is public education within this district.

I urge you to give Danbury this much-needed opportunity and I thank you for your time and consideration.

Sincerely,

A handwritten signature in black ink, appearing to read 'Irene M Aspras', with a long horizontal flourish extending to the right.

Irene M Aspras
Danbury Resident and Parent

May 3, 2017

Dr. Dianna Wentzell
Commissioner of Education
Connecticut State Department of Education
165 Capital Ave
Hartford, CT 061435-2219

Dear Commissioner Wentzell:

I write to express my support of the Danbury Prospect Charter School (Danbury Prospect) proposal to establish an independent public charter school that will be located in Danbury serving children of the Danbury School District. A District that I raise a child in, went to school and learned to write my first words in English as an ESL student.

AS you know, Danbury Prospect will be a K-12 college preparatory community where teachers prepare a diverse student body to have a positive impact on society and a lifelong passion for learning. Danbury Prospect will build its educational program around the globally recognized International Baccalaureate (IB) framework to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

Over a year ago when Danbury Prospect representatives first approached me I was skeptical. Charter schools have been equated with a blind privatization of educational system taunting choice and access but failing terrible on quality. As a vested member of the community I made a request, to first visit the Prospect Charter in Brooklyn, NY and spend a day there.

That was when my heart and mind was changed. I could not help but imagine a different future for me if I had been given the opportunity as a migrant child, to go to a school where three languages were in display in every sign. Where all students were, in fact seen as language learners. I could not help but see how perfect the diversity of our city would be for such school. How their IB program would be a game changer for so many children in our community, in the way they would interact with each other as adults in the future, see their humanity before they saw each other's nationality and care for the world. I saw it all when I visited Prospect in Brooklyn, and I hope Danbury will be able to offer such opportunity for its children.

As the 7th largest city in Connecticut, and the largest city without a public charter school, Danbury is a district in need of more public school options. Danbury is the fastest growing city in Connecticut, enrolls over 10, 700 students 56% of whom are considered low-income. Based on current projections, grades 6th-8th will increase 28% over the next five years further straining schools already at capacity, especially at Westside Academy and Rodgers Park Middle School.

Danbury public schools not only struggle with capacity but academic achievement levels, as well. On the 2015-16 Smarter Balanced Assessment Consortium (SBAC), the District aggregate for the number of students in grades 3rd-8th who scored as proficient on English language arts (ELA) at levels 3-4 was 43 % and the number of proficient students in Mathematics at levels 3-4 was 47%.

A closer examination reveals a large proficiency gap exists when comparing Danbury middle school students to their statewide peers. In Danbury, 6th and 7th graders under-perform their statewide peers by 10 and 14 percentage points respectively in math.

In ELA, the news is only marginally better, with 6th and 7th graders in Danbury scoring within 10 percentage points of their statewide peers-41% and 42% respectively. Wanting to be responsive to the needs of the community, Danbury Prospect has committed to work in partnership with the District to improve middle school outcomes and provide more high quality middle school seats, which is why they have chosen to start with 100 6th graders.

I am pleased to support their request and urge the Connecticut State Education Department to give full and fair consideration to the Danbury Prospect application to open a charter school that would provide high quality educational options for parents and students in the Danbury.

Thank you in advance for your attention to this important matter.

Sincerely,

A handwritten signature in black ink, appearing to read "Emanuela Palmares". The signature is fluid and cursive, with a large, stylized initial "E".

Emanuela Palmares
32 Fairview Ave.
Danbury, CT 06810

Commissioner of Education
Connecticut State Dept. of Education
165 Capital Ave.
Hartford, CT 061435

July 27, 2017

Dear Connecticut State Dept. of Education:

I, Nidia Mejias-Nigro, (mother of a 7 years old) my family, neighbors; and friends, are in **MUCH** support for the **Danbury Prospect Charter School, in Danbury, CT.**

Our City of Danbury is continuously and EXPONENTIALLY growing. Perhaps, growth is good in a community; it may reflect prosperity and other benefits; but it will BACKFIRE our community, if we do not also GROW/GET MORE schools in Danbury. We need to BALANCE of the growth of the city, **support our children and the community by bringing Danbury Prospect Charter School, in Danbury, CT.**

Please, please imagine one of your child/children, or a family member, in an **OVERCROWED** school and **not being able to excel** in their academics due to this situation. The overcrowded schools have affected, in a NEGATIVE way, the children's learning capability and academic retention for their future.

As a member of our community, we need to take care of Danbury, CT and bring schools like that the proposed, **Danbury Prospect Charter School**, that shows a proven record of successful children in academics and global awareness.

Danbury Prospect Charter School, in Danbury, CT will definitely be a GREAT ENHANCEMENT for our community, the CITY OF DANBURY.

Blessings to all who are in favor of passing and approving the proposal
Nidia Mejias-Nigro
2 Hillandale Rd. Danbury CT 06811

Exhibit 13 – Evidence of Community Support (Hard Copy Petitions)

Petition of Support Danbury Prospect Charter School

The Danbury Prospect Charter School team is currently seeking approval to become a thriving K-12 free public school option for Danbury families. We are urging Governor Malloy and Commissioner Wentzell to approve our charter school application. Danbury Prospect Charter School goals include:

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- Include effective, rigorous approaches to teaching and learning, with global context
- Foster intercultural understanding while encouraging students to consider both local and global perspectives
- Start with 6th grade, growing a grade every year until school reaches capacity at 1,000 students K-12th grade
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Approval of the Danbury Prospect Charter School application immediately opens the door to a world of possibilities, innovative globally researched-based instructional practices, and new free public school opportunities for the Danbury community-- we are truly excited by the prospect!

| Name | Street Address | ZIP Code | School Aged Children? Y/N | Signature |
|-------------------|----------------------|----------|---------------------------|----------------|
| 1. CHARLIE NELSON | 37 HUNTER DR | 06811 | 6/9 | Charlie Nelson |
| 2. Dawn Resherdby | 1214 Avalon Rd | 06810 | N | Dawn Resherdby |
| 3. Latasha Burton | 71 Adams Rd, Apt 113 | 06811 | 6/4 | Latasha Burton |
| 4. | | | | |
| 5. | | | | |
| 6. | | | | |
| 7. | | | | |
| 8. | | | | |
| 9. | | | | |
| 10. | | | | |
| 11. | | | | |

Petition of Support
Danbury Prospect Charter School

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| | Name | Street Address | Zip Code | School Aged Children? Y/N | Signature |
|-----|--------------------|------------------------|----------|------------------------------------|--------------------|
| 12. | KAROL LAMBERT-MILL | 15 Seeley St | 06810 | Y | Karol Lambert-Mill |
| 13. | Shauna Miller | 57 Smeary Ln | 06810 | Y | Shauna Miller |
| 14. | Greg Shain | Central Dr, Plainville | 1050 | N | Greg Shain |
| 15. | Anielle Damasceno | 140 Shelter Rock Rd | 06810 | Y | Anielle Damasceno |
| 16. | David George | 13050 Terrace | 06810 | Y | David George |
| 17. | Mike Sweeney | 120 Osborn St. | 06810 | Y | Mike Sweeney |
| 18. | Christina Clark | So Road Ave Ext 2 | 06810 | Y | Christina Clark |
| 19. | Renee Lacey | 2 Sheridan St | 06810 | N | Renee Lacey |
| 20. | David K. Mitchell | 87 Deer Hill Ave. | 06810 | N/A | David K. Mitchell |
| 21. | | | | | |
| 22. | | | | | |

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| Name | Street Address | Zip Code | School Aged Children? Y/N | Signature |
|------------------------|---------------------|----------|---------------------------|---------------------|
| 1. Sarah Lombardi | 9 Juniper Ridge Dr. | 06811 | N | Sarah Lombardi |
| 2. MICHAEL HYMAN | 28 Meadow Street | 06811 | N | Michael Hyman |
| 3. Ariel Stephens | 9 Juniper Ridge Dr. | 06811 | Y | Ariel Stephens |
| 4. John Blaisdell | 7 VALERIE LANE | 06811 | N | John Blaisdell |
| 5. Douglas R. Moore | 5 Hausman Rd | 06811 | N | Douglas R. Moore |
| 6. David Lee | 16 Terrace Pl | 06811 | Y | David Lee |
| 7. Susan Lawrence | 68 Big Bear Hill Rd | 06726 | N | Susan Lawrence |
| 8. Rebecca Halliwell | 16 Clarendon St | 06804 | Y | Rebecca Halliwell |
| 9. William & Priscilla | 30 Crosby St | 06810 | N | William & Priscilla |
| 10. Susan Stutz | 30 Crosby St | 06810 | N | Susan Stutz |
| 11. David Lee | 10 Bulfinch St | 10281 | Y | David Lee |

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|----------------------------|-----------------------|----------|---------------------------|-------------------------|
| 1. Jeff Frickson | 22875 Suppold Dr. Dan | 06871 | N | Jeff Frickson |
| 2. William W. Johnson, Jr. | 4818 Rowan St | 06810 | N | William W. Johnson, Jr. |
| 3. JERRELL REEDMAN | 2614 RING RD | 06810 | Y | Jerrrell Reedman |
| 4. Michael D. Gossard | 5145500 St | 06810 | N | Michael D. Gossard |
| 5. Anna Plucak | 1850A Post Rd. | 06842 | Y | Anna Plucak |
| 6. Indra Sathy | 523 Bennett Farm | 06877 | Y | Indra Sathy |
| 7. Glen Stierling | 3 Taunton Lane Dr | 06870 | Y | Glen Stierling |
| 8. Lindsay Carter | 3 Mountain View Dr | 06876 | Y | Lindsay Carter |
| 9. Audrey Carter | 531 Bucks Hill Rd | 06874 | Y | Audrey Carter |
| 10. Lawrence Ma | 3 Mountain View Dr | 06876 | Y | Lawrence Ma |
| 11. Cecelia Ballinger | 17 Eagle Rd | 06810 | N | Cecelia Ballinger |

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| Name | Street Address | Zip Code | School Aged Children? Y/N | Signature |
|----------------------------|--------------------|----------|---------------------------|------------------------|
| 12. Miledt S. Gouman | 13 Sunrise RD | 06810 | | Miledt S. Gouman |
| 13. Brenda Delbend | 18 Maple St | 06810 | | Brenda Delbend |
| 14. Erika Cabrera | 32 N. Main St. | 06810 | Yes | Erika Cabrera |
| 15. Christopher Brown | 13 Morningglow | | Yes | Christopher Brown |
| 16. Ana Rosa | 13 Morningglow Pl. | 06810 | Yes | Ana Rosa |
| 17. Araceli Arana | 18 Bells Pl | 06810 | | Araceli Arana |
| 18. Marilyn Brown | 18 Bells Pl | 06810 | | Marilyn Brown |
| 19. Kelly Penella | 9 Morningglow Pl | 06810 | | Kelly Penella |
| 20. Margaret Wena Valencia | 26 Millridge Rd | 06810 | Yes | Margaret Wena Valencia |
| 21. Janet Alvarez | | 06810 | Yes | Janet Alvarez |
| 22. Maria Hidalgo | 16 Bells Pl. | | Yes | Maria Hidalgo |

Carlos Lorenzo

YES Carlos Lorenzo

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| Name | Street Address | Zip Code | School Aged Children? Y/N | Signature |
|--------------------------------|--------------------|----------|---------------------------|-----------------------------|
| 1. Jacqueline Dominguez | 385 Main Street #4 | 06810 | 1 | Jacqueline Dominguez |
| 2. Zeila Rodriguez | 43 Fairview Ave | 06810 | 1 | Zeila Rodriguez |
| 3. Anneys Santana de Rodriguez | | | | Anneys Santana de Rodriguez |
| 4. Yvonne Redfearn | 11 Morning Pl | 06810 | | Yvonne Redfearn |
| 5. Veronica Alvarado | 8 Morning Place | 06810 | 3 | Veronica Alvarado |
| 6. Daniel Alvarado | 8 Morning Place | 06810 | 3 | Daniel Alvarado |
| 7. Maria S. Genaro | 8 Bell's place | 06810 | 2 | Maria Genaro |
| 8. Patricia Paulino | 16 Morning Pl | 06810 | 3 | Patricia Paulino |
| 9. Pablo Paulino | 44 Elm St | 06810 | 3 | Pablo Paulino |
| 10. Jorge Brown | 110 Greenbush Ave | 06810 | 9 | Jorge Brown |
| 11. Lourdes Simbrano | 14 Third St | 06810 | 9 | Lourdes S. |

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| Name | Street Address | Zip Code | School Aged Children? Y/N | Signature |
|---------------------|----------------------|----------|---------------------------|-----------------|
| 23. Bristol Negu | 25 Macdonald Rd | 06804 | N | Bristol Negu |
| 24. James Negu | 85 Neadap Rd | 06804 | Y | James Negu |
| 25. Lori Rana | 1 Kingswood Rd | 06811 | N | Lori Rana |
| 26. Kendra Becker | 10 Clayton Rd | 06811 | N | Kendra Becker |
| 27. Tami O'Rourke | 64 E Pembroke Rd | 06814 | N | Tami O'Rourke |
| 28. Emily McInerney | 210 Willow Springs | 06776 | N | Emily McInerney |
| 29. Katema Ringes | 12 Sleepy Hollow Rd. | 06482 | N | Katema Ringes |
| 30. Melinda Calkins | 9 Church Camp Rd | 06801 | N | Melinda Calkins |
| 31. Artur Olguin | 14 Lake Ave | 06810 | N | Artur Olguin |
| 32. Chris Artis | 10 Wilkes Rd. | 06811 | Y | Chris Artis |

**Petition of Support
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| | Name | Street Address | Zip Code | School Aged Children? Y/N | Signature |
|-----|------------------|-------------------|----------|------------------------------|-------------|
| 12. | Alice Sore | 36 E. Haystack Rd | 06811 | N | [Signature] |
| 13. | Alisha Tuckick | 49 Valley Rd | 10512 | N | [Signature] |
| 14. | Gina Iarussio | 41 Gullioth Rd | 06812 | Y | [Signature] |
| 15. | Bradley Coor | 8 Fieldstone Dr | 06812 | N | [Signature] |
| 16. | Maria Barba | 62 East Lake Rd | 06811 | NO | [Signature] |
| 17. | Jessica Oliveira | 3 Kingswood Rd | 06811 | NO | [Signature] |
| 18. | [Signature] | 20 Pembroke Rd | 06811 | YES | [Signature] |
| 19. | Jan Lombard | 56 Candely Rd | 06811 | NO | [Signature] |
| 20. | Joan Oliveira | 31 Kingswood | 06811 | NO | [Signature] |
| 21. | Alga Butera | 138 Chambers Rd | 06811 | N | [Signature] |
| 22. | Mario Cardenas | 11 Martinis Lane | 06810 | NO | [Signature] |

**Petition of Support
Danbury Prospect Charter School**

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| Name | Street Address | Zip Code | School Aged Children? Y/N | Signature |
|---------------------|-------------------|----------|------------------------------|-----------------|
| 1. Vicky Hatzis | 10 Wilkes Rd | 06811 | Yes | Vicky Hatzis |
| 2. Beth Drake | 58 Johnson Ave | 06478 | N | B Drake |
| 3. Yvonne Hefner | 15 Manning St | 06812 | N | Yvonne Hefner |
| 4. Anne DeBruin | 78 Bobbys Court | 06877 | N | Anne DeBruin |
| 5. Cathy Hadgra | 1404 Pinnacle Way | 06811 | N | Cathy Hadgra |
| 6. Beville Steady | 10 Wilkes Road | 06811 | N | Beville Steady |
| 7. Kimberly Hicks | 16 Colonial Dr. | 06811 | Y | Kimberly Hicks |
| 8. Michael Hicks | 16 Colonial Dr | 06811 | Y | Michael Hicks |
| 9. Frances Torrens | 18 Colonial Dr | 06811 | N | Frances Torrens |
| 10. Anthony Torrens | 18 Colonial Dr | 06811 | N | Anthony Torrens |
| 11. Douglas Tolson | 18 Shrewsbury Dr | 06804 | Y | Douglas Tolson |

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| Name | Street Address | Zip Code | School Aged Children? Y/N | Signature |
|--------------------|------------------------|----------|------------------------------|---|
| 23. Henry Veras | 9 Chipmunk Terrace | 06801 | Y |  |
| 24. Sustina Lopez | 35 Swiper Ridge Dr | 06811 | Y |  |
| 25. Angel Lopez | 33 Swiper Ridge Dr | 06811 | Y |  |
| 26. Cam Fernandes | 238 Franklin St. | 06811 | no |  |
| 27. Tina Pate | 6 Seneca Rd | 06811 | Y |  |
| 28. Tony Fernandes | 9 Mohawk Circle | 06811 | Y |  |
| 29. David Newsum | 15 Pickett Rd | 06816 | Y |  |
| 30. Willie Smith | 60 Court St | 06810 | NO |  |
| 31. Gerald Canada | 101 Robert St, Apt 5 | 06804 | no |  |
| 32. Willie Medina | 198 Lincoln Ave Apt 10 | 06804 | yes |  |

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| | Name | Street Address | Zip Code | School Aged Children? Y/N | Signature |
|-----|------------------------|------------------------|----------|---------------------------|---|
| 12. | Jim Corcoran | 8 Heritage Dr | 06811 | N |  |
| 13. | Arlene Corcoran | 8 Heritage Dr | 06811 | N |  |
| 14. | Michael Butts | 5 Grand Dr | 06811 | N |  |
| 15. | Scott Erbert | 20 Heritage Dr | 06811 | N |  |
| 16. | Michelle Tetlow | 21 Cendennup | 06811 | N |  |
| 17. | Rebecca Wallin | 2 Cendennup Dr | 06811 | Y |  |
| 18. | Janet Wollin | 2 Cendennup Dr | 06811 | Y |  |
| 19. | Chloe and Klaut | 51 Judith Dr | 06811 | Y |  |
| 20. | Dave Wiseman | 51 Sad.H.D. | 06811 | Y |  |
| 21. | Shannon Skelly-Hershey | 7 Ward Drive | 06816 | Y |  |
| 22. | Yaelly Naloupa | 33 Juniper Ridge Drive | 06810 | Y |  |

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Danbury Prospect Charter School

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- Curriculum built around prestigious, academically rigorous International Baccalaureate (IB) Framework throughout K - 12th grade
- Multi-lingual students starting in kindergarten - Mandarin Chinese or Spanish
- Include effective, rigorous approaches to teaching and learning, with global context
- Foster intercultural understanding while encouraging students to consider both local and global perspectives
- Start with 6th grade, growing a grade every year until school reaches capacity at 1,000 students K-12th grade
- Alleviate middle and high school overcrowding in Danbury
- Provide a middle school option in Danbury

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| Name | Street Address | Zip Code | School Aged Children? Y/N | Signature |
|-----------------------|------------------|----------|---------------------------|--------------------|
| 1. MAUREEN E. FERT | 6 CENTENNIAL DR | 06811 | N | Maureen E. Fert |
| 2. MIKE MELLIO | 4 CECILIA DR | 06811 | N | Mike Mellio |
| 3. BLANCA MELLIO | 4 CECILIA DR | 06811 | N | Blanca Mellio |
| 4. SUSAN MELLIO | 4 CENTENNIAL | 06811 | N | Susan Mellio |
| 5. DEANND MELLIO | 4 CENTENNIAL | 06811 | N | Deann Mellio |
| 6. ANDREW FISHER | 17 HERITAGE DR | 06811 | N | Andrew Fisher |
| 7. SEAN RICHARDSON | 23 HERITAGE DR | 06811 | N | Sean Richardson |
| 8. LINDSAY RICHARDSON | 23 HERITAGE DR | 06811 | N | Lindsay Richardson |
| 9. KATHIE SPIDERMAN | 23 TERRA GLEN RD | 06811 | N | Kathie Spideman |
| 10. KENN BAKER | 25 TERRA GLEN RD | 06811 | N | Kenn Baker |
| 11. ANNEA CARROLL | 13 HERITAGE DR | 06811 | N | Annea Carroll |

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| | Name | Street Address | Zip Code | School Aged Children? Y/N | Signature |
|-----|--------------------|--------------------------|----------|------------------------------------|--------------------|
| 23. | Hannah Wheeler | 2 Pine Mtn Rd | 06810 | Y | Hannah Wheeler |
| 24. | Keri Sommer | 7 Lake Terrace Dr. 06811 | 06811 | Y | Keri Sommer |
| 25. | Sandra Gant | 22156 Cedar Park Dr | 06811 | Y | Sandra Gant |
| 26. | Tom DeWitt | 16 Southview Dr | 06811 | Y | Tom DeWitt |
| 27. | Melissa Dente | 2 Quail Run Dr | 06811 | Y | Melissa Dente |
| 28. | Allen Day | 4 Foxwood Dr. | 06801 | Y | Allen Day |
| 29. | Mrs. Sparks | 10 Parkside Ave | 06801 | Y | Mrs. Sparks |
| 30. | Jennifer A Fry | 154 Triangle St | 06810 | Y | Jennifer A Fry |
| 31. | Christine Campbell | 10 Quail Run Dr | 06801 | Y | Christine Campbell |
| 32. | Colin Abernethy | 305 Sierra Dr | 06810 | Y | Colin Abernethy |

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| | Name | Street Address | Zip Code | School Aged Children? Y/N | Signature |
|-----|----------------|---------------------|----------|-------------------------------------|---|
| 12. | Brenda McEwan | 1204 Great Plain Rd | 06811 | <input checked="" type="checkbox"/> |  |
| 13. | Ellen T. Green | 36 Old Farm | 06802 | <input checked="" type="checkbox"/> |  |
| 14. | Elizabeth Mure | 43 Benson Dr | 06810 | <input checked="" type="checkbox"/> |  |
| 15. | Julie Potemba | 16 Taggart Rd. | 06811 | <input checked="" type="checkbox"/> |  |
| 16. | Denise Lesica | 18 Monroe Ave Dr | 06811 | <input checked="" type="checkbox"/> |  |
| 17. | Denise Thier | 25 Padanarum Ln | 06811 | <input checked="" type="checkbox"/> |  |
| 18. | Suzanne Fritz | 43 Merrimack St | 06810 | <input checked="" type="checkbox"/> |  |
| 19. | Marian Palmer | 17 Cedar Crest Dr. | 06811 | <input checked="" type="checkbox"/> |  |
| 20. | Elizabeth Lee | 37 Ripper Road | 06810 | <input checked="" type="checkbox"/> |  |
| 21. | Martha Sutton | 4 Beech Trail | 06811 | <input checked="" type="checkbox"/> |  |
| 22. | Dave May | 5 Main Dr | 06811 | <input checked="" type="checkbox"/> |  |

19

11

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|-----|----------------|-----------------------------|----------|---------------------------|------------------|
| 1. | Dan Germain | 10 melody lane | 06810 | N | Dan Germain |
| 2. | John E. Cleary | 30451 Meadow | 06811 | Y | John E. Cleary |
| 3. | Bill Boehm | 1 E. HAYSTONE | 06811 | N | William E. Boehm |
| 4. | William Boehm | 30870 1st Rd Pride Field | 06817 | N | William E. Boehm |
| 5. | Suzanne Yntema | 6004 Huguenot Rd Danbury | 06811 | Y | Suzanne Yntema |
| 6. | Walt Backlund | 14 Laurens Dr | 06811 | N | Walt Backlund |
| 7. | William Boehm | 6 Myrtle Ave. | | | William E. Boehm |
| 8. | | Danbury, CT 06810 | 06810 | N | |
| 9. | Sister Carol | 120000 Rd Danbury | 06810 | N | Sister Carol |
| 10. | Linda Thomas | 147 Second Ave | 06816 | Y | Linda Thomas |
| 11. | Gianey F. Arcu | 161 main street | 06810 | N | Gianey F. Arcu |

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|-----|--------------------|----------------------|----------|------------------------------|---|
| 23. | Michael Schlemmer | 11 Liberty ave. | 06810 | N |  |
| 24. | Matthew Peter | 13 Ole Mustet | 06810 | N |  |
| 25. | Eric Palmaves | 32 Fairview Ave | 06810 | N |  |
| 26. | Olivia Leroy | 13 West St Dd | 06810 | N |  |
| 27. | Jimmy Vires | 30 George St. Delby | 06810 | N |  |
| 28. | Christian Felix | 13 Spue ut rd | 06810 | |  |
| 29. | Sebastian Casco | 41 West Street | 06810 | N |  |
| 30. | William Henry | 9 Jeffrey St | 06810 | O |  |
| 31. | Lynden M. Cummings | 55 Millman Way 35-18 | 06811 | Y |  |
| 32. | Forrest Hill | 25 Fiddlersham Rd. | 06811 | N |  |

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| Name | Street Address | Zip Code | School Aged Children? Y/N | Signature |
|-----------------------|-----------------------|----------|------------------------------------|-------------------|
| 12. Michael Jenkins | Kennedy Ave #302 | 06810 | Grandson | Michael Jenkins |
| 13. ERN MEAD | NADBY RD #455 | 06811 | N | Ern Mead |
| 14. ROBERT MARTINE | 86 Nursing RD | 06877 | N | Robert Martine |
| 15. Donnelle Lawrence | 18 Ninth Ave | 06810 | Y | Donnelle Lawrence |
| 16. Karen Campara | 29 Green Pasture Rd | 06801 | N | Karen Campara |
| 17. myla Ricardo | 56 Franklin Street | 06810 | N | Myla Ricardo |
| 18. STEPHEN BEAUN | 4132 Autumn Valley Dr | 06810 | N | Stephen Beaun |
| 19. Amelle Domascene | 140 Shelter Rock Rd | 06810 | Y | Amelle Domascene |
| 20. Michael Foster | 4 Pleasant St | 06796 | N | Michael Foster |
| 21. Luana Silva | 14 Scupperdon Rd | 06911 | N | Luana Silva |
| 22. Miley Boozada | 30 Cedarwood | 06801 | Y | Miley Boozada |

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| Name | Street Address | Zip Code | School Aged Children? Y/N | Signature |
|----------------------|-----------------------|----------|------------------------------|-------------|
| 1. Maura Juan | 160 Beetham Ave | 06810 | Y | [Signature] |
| 2. Michael Ryan | 25 Mt Pleasant Rd | 06870 | N | [Signature] |
| 3. Amelia Gardner | 112 Degrass Ave | 06810 | N | [Signature] |
| 4. Fernanda Lopez | 10 Bistwick Arms | 06176 | Y | [Signature] |
| 5. Emmanuel Alim | 66 DEER HILL DR | 06810 | Y | [Signature] |
| 6. Joanne Raymond | 28 Hayestown Ave | 06811 | Y | [Signature] |
| 7. [Signature] | 18 Oak St | 06811 | N | [Signature] |
| 8. Anthony Ross | 54 Idlewood | 06801 | Y | [Signature] |
| 9. Michael Carter | 91 Clapboard Ridge | 06811 | N | [Signature] |
| 10. Dan Schwartz | 2133 Aubin Valley Dr. | 06810 | N | [Signature] |
| 11. Chris McLaughlin | 22 Morgan St. Apt 5 | 06810 | N | [Signature] |

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|-----|-----------------|---------------------|----------|---------------------------|-----------------|
| 1. | Millie Martine | 1 FARRINGTON AVE | 06810 | YES | Millie Martine |
| 2. | GERARDO MIRANDA | 1 FARRINGTON AVE | 06810 | YES | Gerardo Miranda |
| 3. | Carlos Liranzo | 13 Farrington Place | 06810 | YES | Carlos Liranzo |
| 4. | Ana Peña | 13 Farrington Place | 06810 | YES | Ana Peña |
| 5. | Alba Aillon | 7 Ann Dr Apt C | 06810 | YES | Alba Aillon |
| 6. | | | | | |
| 7. | | | | | |
| 8. | | | | | |
| 9. | | | | | |
| 10. | | | | | |
| 11. | | | | | |

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| Name | Street Address | Zip Code | School Aged Children? Y/N | Signature |
|---------------------|---------------------|----------|------------------------------|------------------|
| 1. Jai Impastato | 9 White Oak Dr | 06810 | Y | Jai Impastato |
| 2. Tracey Reda | 19 White Oak Dr | 06810 | Y | Tracey Reda |
| 3. Renata Estevam | 157 Shellerback Rd | 06810 | Y | Renata Estevam |
| 4. Jaydon Estevam | " " | " " | " | Jaydon Estevam |
| 5. Mike O'Connor | 22 Horseshoe Dr | 06810 | Y | Mike O'Connor |
| 6. Joan Dapp | 32 Wildman St | 06810 | Y | Joan Dapp |
| 7. Andy Gardecki | 157 Shellerback Rd | 06810 | Y | Andy Gardecki |
| 8. Deborah O'Connor | 22 Horseshoe Dr | 06810 | Y | Deborah O'Connor |
| 9. Sarah Williams | 357 B. Montague Ave | 06810 | Y | Sarah Williams |
| 10. Renee Byrtue | 116 White Oak Dr | 06810 | Y | Renee Byrtue |
| 11. Emily Wickens | 21 Paul St | 06810 | Y | Emily Wickens |

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|-----|--------------------|----------------------------------|----------|------------------------------------|--------------------|
| 12. | Jon Vickers | 21 PAUL ST | 06810 | Y | Jon Vickers |
| 13. | ROSEANNE DICKINSON | 45 WHITE OAK DR DANBURY CT 06810 | 06810 | Y | Roseanne Dickinson |
| 14. | MARIE SIEGERS | 45 WHITE OAK DR DANBURY CT 06810 | 06810 | Y | Marie Siegers |
| 15. | Marta Melenberg | 22 Alford Rd. Danbury CT 06810 | 06810 | Y | Marta Melenberg |
| 16. | Hana Sabirianian | 22 Alford Rd. Danbury CT 06810 | 06810 | Y | Hana Sabirianian |
| 17. | Marta Cortez | 43 Park Ave 1308 | 06810 | X | Marta Cortez |
| 18. | Gary Cortez | 93 Park Ave 1308 | 06810 | X | Gary Cortez |
| 19. | Kim Pucci | 10 Corner Pond Ct. | 06811 | Y | Kim Pucci |
| 20. | Michael Pucci | 10 Corner Pond Ct | 06811 | Y | Michael Pucci |
| 21. | Cella Aslanjan | 305 Sienna Dr | 06810 | Y | Cella Aslanjan |
| 22. | | | | | |

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|-----|--------------------|------------------------|----------|------------------------------------|--------------------|
| 1. | Tasha Gordon | 12 Hausmann Rd | 06811 | Y | Tasha Gordon |
| 2. | Michael Gordon | 12 Hausmann Rd | 06811 | Y | Michael Gordon |
| 3. | Natasha Hercules | 67 Brewer Brook Rd | 06810 | X | Natasha Hercules |
| 4. | Arelis Perez | 7 Ann Dr APC | 06810 | Y | Arelis Perez |
| 5. | Widia Mejias-Nieto | 2 Hillendale Rd | 06811 | Y | Widia Mejias-Nieto |
| 6. | Rose Alonso | 13 Faith Lane | 06810 | Y | Rose Alonso |
| 7. | Kara Kent | 15 Scupper Rd Unit 903 | 06811 | Y | Kara J. Kent |
| 8. | | | | | |
| 9. | | | | | |
| 10. | | | | | |
| 11. | | | | | |

ATTN: Tracy Kelley












From: Nidia Medina-Nigro
203-886-7829

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|-----------------------|--------------------------|----------|---------------------------|---|
| 12. Chen, Qing Ma | 7 Jeanette Rd Danbury | 06811 | Yes |  |
| 13. Infant Sarah | 20 Captola Rd Danbury | 06811 | Yes |  |
| 14. Pazers, Arie | 9 Cedar Street Danbury | 06811 | Yes |  |
| 15. Mercado, Adrian | 4 Hillside Rd Danbury | 06811 | Yes |  |
| 16. Chris Nigro | 2 Hillside Rd Danbury | 06811 | Yes |  |
| 17. Margaret Sanders | 60 Maple Ave Danbury | 06810 | Yes |  |
| 18. Leticia Leal | 16 Mill Hope Dr. Danbury | 06811 | Yes |  |
| 19. Yvonne Espinal | 97 Hillside Rd Danbury | 06811 | Yes |  |
| 20. Anne Khan | 6 Cleveland St. Danbury | 06810 | Yes |  |
| 21. Gretchen Meiner | 67 Sherman St Danbury | 06810 | Yes |  |
| 22. Andrea St Jacques | 3 Kilian Dr. Danbury | 06811 | Yes |  |

Camille Melendez 3 Kilian Dr. Danbury 06811 Yes C. Melendez

APPENDIX E

- IB LANGUAGE POLICY



International Baccalaureate
Baccalauréat International
Bachillerato Internacional

Language policy

Information on the International Baccalaureate's support for languages, language courses and languages of instruction

Updated February 2014



International Baccalaureate
Baccalauréat International
Bachillerato Internacional

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Exhibit 6 – The Danbury Prospect Charter School Press Release – This press release was sent to numerous media outlets within the Greater Danbury area in Spanish and English. These outlets included local television stations, The NewsTimes, Danbury Voice, Danbury Patch and La Tribuna.



Contact Tracy Kelley
Cell 443-474-1022
Email TKELLEY@PROSPECTSCHOOLS.ORG

FOR IMMEDIATE RELEASE
April 18, 2017

DANBURY POISED TO GET CONNECTICUT'S FIRST K-12 INTERNATIONAL BACCALAUREATE THEMED PUBLIC CHARTER SCHOOL

New Public Charter School Proposed for Danbury

Danbury, CT, April 18, 2017– If all goes according to plan, Danbury will make history as the home of Connecticut's first K-12 International Baccalaureate themed, free public charter school. The proposed Danbury Prospect Charter School is seeking approval from the state to open a charter school modeled after the nationally recognized Brooklyn Prospect Charter School, a high-achieving and non-selective, K-12 International Baccalaureate public school in NYC.

Using the International Baccalaureate framework as a guide, Danbury Prospect will prepare students to become internationally minded people and help them to develop the love of learning that provides the foundation for life long personal and academic success. The goal is that students will strive to be independent and reflective thinkers; knowledgeable communicators; and principled, balanced risk-takers.

Our schools are literally bursting at the seams, as our city cannot keep up with the rate at which the student population is growing. We need more free public school options for our children, specifically through the exceptional offerings of the proposed Danbury Prospect Charter School." Rachel Chaleski, Danbury Parent

Once approved by the state department of education, the proposed school will open in September 2018 with 100 6th graders and grow every year through 12th grade. Kindergarteners will be added soon thereafter and the school will grow until, it reaches an approximate capacity of 1,300 students, Kindergarten through 12th grade.

Over the next several months, members of Danbury Prospect's founding team - parents, community members, advocates, and supporters - will host a series of information sessions in the Farioly Program Room of Danbury Public Library. The sessions will be open to the public and cover topics ranging from charter school basics to the unique and innovative aspects of the Danbury Prospect.

- Monday April 24th (10am-12pm)
- Tuesday May 16th (10am-12pm) and (5pm-7pm)
- Thursday June 1st (10am-12pm)
- Tuesday June 13th (10am-12pm) and (5pm-7pm)

Our Vision: Danbury Prospect Charter School will be a K-12 school, whose students are better prepared for success in higher education and employment in an increasingly pluralistic and global economy. Students will reflect on, celebrate and learn from Danbury's unique diversity as they prepare each other with a robust understanding of, and superior ability to navigate, their increasingly global world.

Our Mission: To build a K-12 college preparatory community where excellent teachers will prepare a diverse student body to have a positive impact on society and a lifelong passion for learning.

Danbury Prospect is committed to:


- Teaching the habits of mind necessary for success in the global community
- Recruiting, training, and retaining excellent teachers
- Reflecting the diversity of Danbury

Our focus will be on strong academic and 21st century skills:


- Core subjects taught with the discipline of the renowned International Baccalaureate
- Critical thinking, communication, collaboration and creativity are woven into all subject areas

###

If you would like more information about this topic, please contact Tracy Kelley at 443-474-1022 or email at TKELLEY@PROSPECTSCHOOLS.ORG.



Más información sobre el nuevo escuela pública propuesto para Danbury
Proximo mes de septiembre 2018!



Learn more about the new public charter school proposed for Danbury
COMING SEPTEMBER 2018!

DANBURY PERSPECTIVA CHARTER SCHOOL

Sesiones de información COMUNIDAD

DANBURY BIBLIOTECA PÚBLICA


(Salón de programas Family)




- Lunes 24 de abril -12pm 10 a.m.
- 16a Martes de mayo de 10 a.m.-12 p.m. y 17:00-19:00
- Jueves 1 de junio de 10 a.m.-12 p.m.
- Martes 13 de junio de 10 a.m.-12 p.m. y 17:00-19:00

Estructura de la escuela
A partir grados 6th (100 estudiantes)
grados de capacidad la escuela: K-12th (aprox. 1300 estudiantes)
- importancia histórica: (en primer lugar cualquier K-12 18 temática pública escuela en CT)
Lugar: por determinar
Admisión: Los residentes de Danbury

Estudiantes prospectivos
Estudiantes: alumnos totalmente integrado
Temas: ciudadanía y la conciencia global; preparación para la universidad
Currículo: Bachillerato Internacional (IB) Marco de K-12
Idiomas: Inglés y español; a elección: español o chino mandarin



Learn more about the new public charter school proposed for Danbury
COMING SEPTEMBER 2018!




Learn more about the new public charter school proposed for Danbury
COMING SEPTEMBER 2018!

DANBURY PROSPECT CHARTER SCHOOL

COMMUNITY INFORMATION SESSIONS

(Family Program Room)



DANBURY PUBLIC LIBRARY

(Family Program Room)

- Monday April 24th 10am -12pm
- Tuesday May 16th 10am-12pm and 5pm-7pm
- Thursday June 1st 10am-12pm
- Tuesday June 13th 10am-12pm and 5pm-7pm

School Structure
Starting grades: 6th (100 students)
Capacity grades (at scale): K-12th (approx. 1300 students)
Historical significance: First contiguous K-12 IB themed public school in CT
Location: TBD
Admission: Danbury Residents

Prospective Students
Students: Fully integrated student body
Theme: Global citizenship and awareness; college preparedness
Curriculum: International Baccalaureate (IB) Framework K-12
World Languages Offered: Spanish or Mandarin Chinese

Exhibit 7 – Printed Articles – From the announcement of the press release (Exhibit 6) that was sent to media outlets, two interviews were scheduled and conducted which resulted in the following articles published in La Tribuna (English, Spanish, Portuguese) and The NewsTimes.

La Tribuna – 5/11/2017

6/19/2017

A New Option Is Emerging in Danbury – Tribuna CT

the very foundation of inequities


f t r

Tribuna
NEWSPAPER | JORNAL | PERIÓDICO

ENGLISH ESPAÑOL PORTUGUÊS

NEWS | OPINION | COLUMNS | CULTURE & LIFESTYLE | CIVIC ENGAGEMENT | AMERICAN DREAM AWARDS | ABOUT

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EDITORIAL

A New Option Is Emerging In Danbury

By Emanuela Palmares

A new option for educating our children is emerging in Danbury, and ALL in the community should set aside their pre-conceived notions about school choice and take a deeper look at Danbury Prospect.

Danbury Prospect is in its development phase. It is currently in the process of submitting a new charter school application to the Connecticut State Department of Education, to open a charter

<http://tribunainenglish.com/news/opinion/editorial/a-new-option-is-emerging-in-danbury/>

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- Has City Centric
- Health
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1/4

6/19/2017

Charter school group eyes city - The News-Times, 2017-06-04

DANBURY

Charter school group eyes city

Officials divided on proposal

By Rob Ryser



DANBURY — The national debate over funding schools of choice has found a battleground in Danbury — the largest city in Connecticut without a charter school.

A New York-based organization that has been laying groundwork for two years to open a state-funded charter school in Danbury plans to file a formal request with the state Department of Education in July, when the application period opens.

Brooklyn Prospect Charter School wants to open a charter school in Danbury in fall 2018.

"This is a debate that is raging across the country, but we are totally optimistic because we have to invest in our future," said Tracy Kelley, Danbury project manager for the school. "We have seen charter schools in Hartford and Bridgeport outperform their public school peers by double digits, and Danbury deserves the same option."

The proposal is fueling debate similar to the dueling on the national stage between supporters who say school choice complements public districts by

providing competition, and critics who say school choice undercuts public education's resources.

Danbury schools Superintendent Sal Pascarella calls himself a supporter of school choice but is a critic of the Danbury Prospect Charter School proposal.

"It is not only about the money — if higher-achieving urban families leave for the charter school, the loss of highly motivated students could drain the public school system," Pascarella said. "You'll have fewer student role models and fewer families playing supportive roles in the public schools."

The city's longtime GOP Mayor Mark Boughton, a front-running candidate for governor in 2018, said an approved and funded charter school in Danbury would alleviate the city's enrollment problem and give more students an opportunity to excel without cutting aid to the city school system.

"State aid for charter schools is a completely separate pool of money from state aid for public schools," Boughton said. "The two are mutually exclusive — you can have both."

The state's budget deficit — estimated to be least \$2.3 billion in 2018, is more of a complication than a deal-breaker for the charter school, proponents said.

"There are certain budget realities that we are not naïve about, but there are lots of challenges we face," said Daniel Rubenstein, executive director of Brooklyn Prospect Charter School, which opened with one school in Brooklyn in 2009 and now has a four-school system with 1,000 students.

"The reality is also that Danbury has a growing population of students," Rubenstein said. "While it is a difficult time for Connecticut and the budget situation will make our job more challenging, Danbury Prospect is needed now more than ever."

Schools of choice were in the news last month when Trump acted on a campaign promise to fund a \$20 billion school-choice program by asking

Congress for help to extend such programs. Nationwide, 6,900 charter schools serve about 3 million students.

In Connecticut, 24 charter schools serve 9,300 students, or less than 2 percent of the state's public school population. Among those charter schools, eight are in Bridgeport, three are Stamford, and one is in Norwalk.

Danbury parent Rachel Chaleski is among the volunteers who have been working with Brooklyn Prospect to advocate for a charter school in Danbury.

"I like the idea of a brand-new school board and flexibility with the curriculum and fresh minds," said Chaleski, who has two elementary school-aged children. "We are the fastest-growing city in the state, and while other cities have multiple charter schools, we don't have one."

Debating choice

While headlines about Hartford's escalating budget crisis might suggest now is not the time to launch a charter school, the state made the request in December for new charter school applications.

The goal, according to Education Commissioner Dianna Wentzell, is to empower families by giving students more "high-quality options," especially "in communities that serve the highest-need families."

In Danbury, which has led Connecticut in growth for the last two years and has become one of the most diverse cities in the country, student enrollment is growing by as much as 2.5 percent a year. At the same time, the city's state education aid has not reflected the extra costs of schooling students who are poor and speak English as a second language.

The swelling student enrollment and the limited resources make Danbury the ideal location for a new charter school, proponents say.

"There is an extraordinary need for a new middle school in Danbury," Rubenstein said. "We wanted to do something we thought would add to the existing public school system and wouldn't take away from it."

The plan is not to open the kindergarten-through-high school system all in one year, but to start with a 100-student class of sixth-graders, and expand the school by one grade each year, Rubenstein said.

If the charter school is approved by the state Board of Education and funded by the state Legislature, it would be the first school in the state to teach a curriculum known as the International Baccalaureate — an academic program that utilizes writing, in-depth reading, and critical thinking to help students see the global implications of their world, he said.

Pascarella said parts of that curriculum are incorporated at one of the city's two magnet schools — the Western Connecticut Academy for International Studies. He said the charter school concept was fine as long as it didn't handcuff the 11,000 students in the city's public school system.

"I don't begrudge them if they are using tax dollars, but if tax dollars for public schools are being diverted to them, then I do have a problem with that," Pascarella said.

Democratic state Rep. David Arconti agreed.

"I know people say that these are two different pools of money, but if state money is going to charter schools, less money is going to public schools," Arconti said. "Generally I have not been a big fan of these types of charter schools."

It was not immediately known on Friday how many charter schools might apply to the state, and it was too soon to say whether the Legislature would fund any applications that are approved.

"We haven't even talked about education funding yet," Arconti said.

The last time the state requested applications for charter schools in 2013, four of the eight applications were approved and funded.

Republican state Rep. Michael Ferguson said he was a strong proponent of the Danbury charter school proposal and said the charter school was more likely to

complement public schools than subtract from them.

"Brooklyn Prospect does have a very good track record," said Ferguson, a member of Danbury's Board of Education. "I have been impressed with the organization and the individuals I have met."

Boughton said the charter school proposal amounts to another tool the growing city could use.

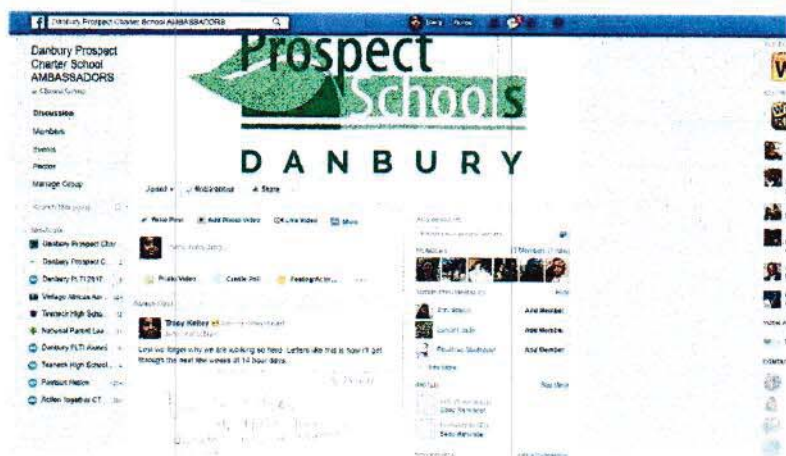
"The state is going to do this whether we are in on it or not," Boughton said. "We should be participating." rryser@newstimes.com; 203-731-3342

"Brooklyn Prospect does have a very good track record. I have been impressed with the organization and the individuals I have met."

State Rep. Michael Ferguson, R-Danbury "... if state money is going to charter schools, less money is going to public schools."

State Rep. David Arconti, D-Danbury

Exhibit 8 – Through social media, Danbury Prospect has cultivated a community of actively engaged and committed parents who have not only caught hold of the vision, but dedicated their time, effort, and social capital to making it a reality. The Danbury Prospect “Ambassador Squad” spontaneously came together to ensure parents across the 12 elementary schools in Danbury had a touch-point for information about the proposed school. Ambassadors stay in share strategies and stay connected via a Facebook group page they created.



Sign-in Sheet
Danbury Prospect Charter School
Information Session Sunday July 23, 2017 4pm

| NAME | PHONE/COMMUNITY ID | SCHOOL BUS CHILDREN YES | EMAIL ADDRESS |
|---------------------------|--------------------|-------------------------|------------------------------|
| 1. Aprilis Perez - mom | | 5/8 | aprilis@prospectschools.org |
| 2. Tricia Robinson | Parent | 5/8 | indy@prospectschools.org |
| 3. Latesha Burton | Parent | 5/8 | lata24@prospectschools.org |
| 4. Malisha Harwood | Parent | 5/8 | pharwood@prospectschools.org |
| 5. Wendy Aponte | Community Member | 10/9 | aponte@prospectschools.org |
| 6. Rose Alonso | Member | 10/9 | alonsorose13@gmail.com |
| 7. Ben Hill | Parent | 10/9 | benhill@prospectschools.org |
| 8. Michael G. G. G. G. G. | Parent | 10/9 | mgg@prospectschools.org |
| 9. N. N. N. N. N. N. | Parent | 10/9 | n.n.n@prospectschools.org |



Exhibit 9 – Evidence of Support (On-line Petition and Mailing List) - Through our on-line petition, advocating for approval via change.org, we accumulated over 95 signatures and many supportive comments. Over the past 20 months we have amassed a mailing list with the names of over 306 friends, advocates, parents, students, and teachers. We have been encouraged by the many messages and well wishes from around the the state and around the country.

Change.org Petition and Comments

| Danbury Prospect Charter School Change.org Signatures | | | | | |
|---|--|---------------|-------------|-----------|---------------|
| | Name | City | State | Postal Co | Country |
| | Danbury Prospect Charter School danburyprospectcharterschool | | | | |
| 1 | Irving Fox | Danbury | Connecticut | 6811 | United States |
| 2 | Tricia Robinson | Danbury | Connecticut | 6811 | United States |
| 3 | Rachel Chaleski | Danbury | Connecticut | 6811 | United States |
| 4 | Maura Juan | Danbury | Connecticut | 6810 | United States |
| 5 | Tony Teixeira | Danbury | Connecticut | 6811 | United States |
| 6 | Tim Vickers | Danbury | Connecticut | 6810 | United States |
| 7 | Emanuela Palmares | Danbury | Connecticut | 6810 | United States |
| 8 | Carl Chaleski | Danbury | Connecticut | 6811 | United States |
| 9 | T Edwards | Danbury | Connecticut | 6810 | United States |
| 10 | Orlando Edwards | Danbury | Connecticut | 6810 | United States |
| 11 | Irene Aspras | Danbury | Connecticut | 6811 | United States |
| 12 | Faye Walton | Danbury | Connecticut | 6811 | United States |
| 13 | June renzulli | Milford | Connecticut | 6460 | United States |
| 14 | beth hill | Danbury | Connecticut | 6811 | United States |
| 15 | Jessica LaSane | Danbury | Connecticut | 6810 | United States |
| 16 | Lori Verzillo | Quaker Hill | Connecticut | 6375 | United States |
| 17 | Sam Brill | New York | New York | 10023 | United States |
| 18 | Elizabeth Jackson | Waterbury | Connecticut | 6704 | United States |
| 19 | Bephine Mboya | Danbury | Connecticut | 6810 | United States |
| 20 | Quinn Sayles | Mystic | Connecticut | 6355 | United States |
| 21 | Tumani Edwards | Danbury | Connecticut | 6810 | United States |
| 22 | Cathy Camelliti | Danbury | Connecticut | 6810 | United States |
| 23 | Melissa Fox | Danbury | Connecticut | 6811 | United States |
| 24 | Dawn Hood-Lopes | Danbury | Connecticut | 6810 | United States |
| 25 | Emiret Gonzalez | Danbury | Connecticut | 6810 | United States |
| 26 | Carolyn Cummings | Danbury | Connecticut | 6811 | United States |
| 27 | Kim Goodwin | New Fairfield | Connecticut | 6812 | United States |
| 28 | Tara Hackenberg | Danbury | Connecticut | 6810 | United States |
| 29 | Keith Goodwin | Danbury | Connecticut | 6811 | United States |
| 30 | Barbara Lucas | Danbury | Connecticut | 6810 | United States |
| 31 | Carrie Sirois | Bethel | Connecticut | Bethel | United States |
| 32 | Teralyn Siller | Arlington | Texas | 76018 | United States |
| 33 | Lori Vickers | Danbury | Connecticut | 6810 | United States |
| 34 | Nadya Morales-Cummins | Danbury | Connecticut | 6811 | United States |
| 35 | Bertha Ewell | Danbury | Connecticut | 6810 | United States |
| 36 | Aphia Brown | Danbury | Connecticut | 6810 | United States |
| 37 | Nancy HALL-HUCEY | Danbury | Connecticut | 6811 | United States |
| 38 | Doris Watkins | Atlanta | Georgia | 30311 | United States |
| 39 | Annapurna Parimi | Danbury | Connecticut | 6810 | United States |
| 40 | Veena Nagaraja | Bethel | Connecticut | 6801 | United States |
| 41 | Venkata Vadlamani | Danbury | Connecticut | 06810 | United States |
| 42 | Pretty S | Danbury | Connecticut | 6810 | United States |
| 43 | Vijay K | Danbury | Connecticut | 6811 | United States |
| 44 | Ana Hernandez | Danbury | Connecticut | 6810 | United States |

| | | | | | |
|----|----------------------|------------|-------------|-------|---------------|
| 45 | Sarada Chillara | Danbury | Connecticut | 6810 | United States |
| 46 | Suneetha Malkani | Bethel | Connecticut | 6801 | United States |
| 47 | ravi lolla | Danbury | Connecticut | 6810 | United States |
| 48 | Sridhar Addepalli | Danbury | Connecticut | 6810 | United States |
| 49 | Sunitha Alla | Danbury | Connecticut | 6811 | United States |
| 50 | Madhav Kadimi | Danbury | Connecticut | 6810 | United States |
| 51 | Srinivas Nanduri | Danbury | Connecticut | 6810 | United States |
| 52 | Srivardhan Josyula | Danbury | Connecticut | 6811 | United States |
| 53 | Amit Kothari | Danbury | Connecticut | 6810 | United States |
| 54 | Priyantha Baddam | Danbury | Connecticut | 6810 | United States |
| 55 | Neeraja Eswara | Danbury | Connecticut | 6810 | United States |
| 56 | Laurie Amatulli | Danbury | Connecticut | 6810 | United States |
| 57 | Adhiti Uberoy | Danbury | Connecticut | 6810 | United States |
| 58 | Kalyani Vadlamani | Danbury | Connecticut | 6810 | United States |
| 59 | AE SF | Bethel | Connecticut | 6801 | United States |
| 60 | Wendy Aponte | Bethel | Connecticut | 6801 | United States |
| 61 | Sonia Holmes | Danbury | Connecticut | 6810 | United States |
| 62 | Jack Knapp | Danbury | Connecticut | 6811 | United States |
| 63 | Lisa Knapp | Danbury | Connecticut | 6811 | United States |
| 64 | Ronald Switzer | Danbury | Connecticut | 6811 | United States |
| 65 | Ranga Rao | Danbury | Connecticut | 6811 | United States |
| 66 | Kate Diaz | Danbury | Connecticut | 6810 | United States |
| 67 | Barbara Smith | Danbury | Connecticut | 6810 | United States |
| 68 | Melissa Arizzi | Danbury | Connecticut | 6811 | United States |
| 69 | Latoya Hopkins | Danbury | Connecticut | 6811 | United States |
| 70 | Leigha Bernard | Danbury | Connecticut | 6810 | United States |
| 71 | Teresa Chaber | Danbury | Connecticut | 6811 | United States |
| 72 | Therese Tierney | Danbury | Connecticut | 6811 | United States |
| 73 | Danielle Rella | Danbury | Connecticut | 6810 | United States |
| 74 | Chris Tierney | Danbury | Connecticut | 6811 | United States |
| 75 | carole hagen | Hillsboro | Oregon | 97124 | United States |
| 76 | Sarah Goldie | Danbury | Connecticut | 6811 | United States |
| 77 | Rachelle O'Marra | Danbury | Connecticut | 6811 | United States |
| 78 | Colleen Bates | Danbury | Connecticut | 6811 | United States |
| 79 | Christopher Goldie | Danbury | Connecticut | 6811 | United States |
| 80 | Jayne Radice | Danbury | Connecticut | 6811 | United States |
| 81 | Jennifer Ortega | Danbury | Connecticut | 6811 | United States |
| 82 | Michelle Baptiste | Danbury | Connecticut | 6811 | United States |
| 83 | Laurie Bogard | Danbury | Connecticut | 6811 | United States |
| 84 | Laura Windebank | Danbury | Connecticut | 6811 | United States |
| 85 | Kelly Lareau | Danbury | Connecticut | 6810 | United States |
| 86 | Carmela Rella | Danbury | Connecticut | 6810 | United States |
| 87 | Sandeep Joy | Danbury | Connecticut | 6810 | United States |
| 88 | Asha Joy | Ossining | New York | 10562 | United States |
| 89 | Katherine Tucker | Danbury | Connecticut | 6810 | United States |
| 90 | Gabriela Muzzio-mart | Danbury | Connecticut | 6810 | United States |
| 91 | Carol Karvosky | Brookfield | Connecticut | 6804 | United States |

| | | | | | |
|----|------------------|------------|-----------|------|---------------|
| 92 | Tracey Ruscil | New Milfo | Connectic | 6776 | United States |
| 93 | Amy Doucet | Ridgefield | Connectic | 6877 | United States |
| 94 | Chris Bell | Danbury | Connectic | 6811 | United States |
| 95 | Julianne Gemmell | Brookfield | Connectic | 6804 | United States |

Signatures

| Name | Location | Date | Comment |
|------------------------|-------------|------------|---|
| Tricia Robinson | Danbury, CT | 2017-02-19 | I believe Danbury needs more public school choices that offer a higher level of education. |
| Rachel Chaleski | Danbury, CT | 2017-02-19 | Danbury is one of the lowest performing school districts in the state, while one of the most underfunded. Our schools are literally bursting at the seams, as our city cannot keep up with the rate at which the student population is growing. Within CT, we boast the largest high school and we are the only large city without a charter school. We need more free public school choice for our children, specifically through the exceptional offerings of the proposed Danbury Prospect Charter School. |
| Maura Juan | Danbury, CT | 2017-02-20 | Options are good! Let's help ease overcrowding in Danbury schools and encourage creative new teaching techniques to best prepare our students for the world. |
| tony teixeira | danbury, CT | 2017-02-20 | Students in the system |
| Tim Vickers | Danbury, CT | 2017-02-20 | More educational resources and opportunities would only benefit our community. |
| Emanuela Palmares | Danbury, CT | 2017-02-20 | I am signing because danbury deserves more options for it's children! Danbury deserves an option and I will celebrate our communities diapers today and give them access to a world class curriculum curriculum danbury deserves an option and I will celebrate our community's diversity and give students access to a world class curriculum. |
| Irene Aspras | Danbury, CT | 2017-02-22 | School choice should be the right of every student in Danbury. The wait lists at our magnet schools clearly show that families want choices. Add to that the current overcrowding and Danbury's continued population growth as other districts shrink, and there is no doubt that a new school can only be a win-win for all. |
| june renzulli | Milford, CT | 2017-02-22 | Danbury children need choice for a quality education, Danbury Prospect Charter provides a unique choice with its IB curriculum. |
| beth hill | Danbury, CT | 2017-02-22 | i care about our kids futures... |
| Dawn Hood-Lopes | Danbury, CT | 2017-02-23 | Give us more option |
| Nadya Morales-Cummings | Danbury, CT | 2017-03-09 | I'm signing this because I believe in the mission statement. I'm signing this petition because I believe this institution will enrich our community and provide a nurturing environment for our children. |
| Doris Watkins | Atlanta, GA | 2017-03-30 | I'm signing because I want school systems throughout America designed with diverse, numerous ways to achieve highest levels of education possible. |
| Ana Hernandez | Danbury, CT | 2017-03-30 | We need a high quality school in Danbury |

| Name | Location | Date | Comment |
|-----------------|----------------|------------|---|
| Neeraja Eswara | Danbury, CT | 2017-03-31 | We need a one more middle school in Danbury. |
| Adhiti Uberoy | Danbury, CT | 2017-03-31 | Being a resident of danbury it will be good for our kids future |
| Sonia Holmes | Danbury, CT | 2017-04-02 | I hope Danbury gets a charter school because we need another High School option. |
| Jack Knapp | Danbury, CT | 2017-04-02 | With the great successes of charter schools seen throughout the country it's short cited to think that Danbury should bout have 'this offering for our parents and children. Everyone associated with our school system sees gross overcrowding. This is an extremely common sense approach and can't happen fast enough. |
| Barbara Smith | Danbury, CT | 2017-04-23 | I think smaller classrooms are beneficial. I understand to keep it fair to all it has to be a lottery. But children with good grades should have a chance to Excell as well. |
| Leigha Bernard | Danbury, CT | 2017-04-24 | I believe we need this kind if school in our area |
| Colleen Bates | Danbury, CT | 2017-05-10 | No comment really needed. Danbury needs more options for a middle school and high school! I grew up here and now my girls go to school here as well as many other families. It's become more populated more then ever and we definitely need more schools to lesson the capacity of classrooms so the children can focus on learning. |
| Jennifer Ortega | Danbury, CT | 2017-05-14 | My son is currently in 4th grade and would truly benefit from a school as such. |
| Carol Karvosky | Brookfield, CT | 2017-06-19 | Carol Karvosky |
| Chris Bell | Danbury, CT | 2017-06-20 | I'd like the option of a charter school for my children. |
| Benita Clarke | Danbury, CT | 2017-06-21 | Danbury should have a Charter School option it will enhance the city in more ways than one. |
| Dicel Ith | Danbury, CT | 2017-06-22 | It is important and needed in this community |

| Mailchimp Mailing List as of 6/21/2017 | | | |
|--|----------------------------------|-------------|--------|
| | Email Address | First Name | REGION |
| 1 | Andrea.Rynn@wcthealthnetwork.org | Andrea | CT |
| 2 | carries@pclbfoundation.org | | NY |
| 3 | dlee@grestar.com | Daniel | |
| 4 | gregom@danbury.k12.ct.us | Mary | FL |
| 5 | iaspras@sbcglobal.net | Irene | CT |
| 6 | jennifer.alexander@connct.org | Jennifer | CT |
| 7 | k2j2goodwin@yahoo.com | Kim | NY |
| 8 | M.Boughton@danbury-ct.gov | Mark | FL |
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| 12 | Sally.Herlihy@wchn.org | Sally | MA |
| 13 | SGiglio168@aol.com | Susan | MA |
| 14 | stephen@danburychamber.com | Steve | |
| 15 | ckilian75@hotmail.com | Carrie | CT |
| 16 | shawn.rochester@gmail.com | Shawn | CT |
| 17 | pscalzo@scalzogroup.com | Paul | |
| 18 | jamilah@faithactsedu.org | | FL |
| 19 | carrie@jerichopartnership.org | Carrie | CT |
| 20 | bill@jerichopartnership.org | Bill | CT |
| 21 | info@emanuela2016.com | Emanuela | NJ |
| 22 | lifepsych@gmail.com | Ruby Corby | CT |
| 23 | krosenkrans@necharters.org | Jeremiah | PA |
| 24 | jalfaro@necharters.org | Jose | PA |
| 25 | info@newhopedanbury.org | Faye | CA |
| 26 | tbeneway@comcast.net | Trish | CT |
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| 30 | mdimyan@towercorp.com | Mike | CT |
| 31 | Kim.Morgan@uwwesternct.org | Kim | NY |
| 32 | housej@wcsu.edu | Jess | CT |
| 33 | rodriguezalexander35@yahoo.com | Alex | |
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| 35 | m.esposito@danbury-ct.gov | Michael | |
| 36 | j.knapp@danbury-ct.gov | Jack | CT |
| 37 | w.levy@danbury-ct.gov | Warren | FL |
| 38 | g.seabury@danbury-ct.gov | Greg | |
| 39 | a.wetmore@danbury-ct.gov | Andrew | NY |
| 40 | i.fox@danbury-ct.gov | Irving | |
| 41 | j.priola@danbury-ct.gov | John | FL |
| 42 | v.digilio@danbury-ct.gov | Vinny | FL |
| 43 | e.palma@danbury-ct.gov | Elmer | |
| 44 | c.arconti@danbury-ct.gov | Christopher | |
| 45 | j.cavo@danbury-ct.gov | Joe | |
| 46 | j.esposito@danbury-ct.gov | John | CT |
| 47 | t.saadi@danbury-ct.gov | Thomas | |

| | | | |
|----|----------------------------------|------------|----|
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| 49 | f.visconti@danbury-ct.gov | Frank | FL |
| 50 | b.chianese@danbury-ct.gov | Benjamin | |
| 51 | p.rotello@danbury-ct.gov | Paul | FL |
| 52 | n.cammissa@danbury-ct.gov | Nancy | FL |
| 53 | j.scozzafava@danbury-ct.gov | Joseph | |
| 54 | michael.mclachlan@cga.ct.gov | Michael | CT |
| 55 | dan.carter@housegop.ct.gov | Dan | |
| 56 | stephen.harding@housegop.ct.gov | Stephen | |
| 57 | richard.smith@housegop.ct.gov | Richard | |
| 58 | david.arconti@cga.ct.gov | David | |
| 59 | bob.godfrey@cga.ct.gov | Bob | |
| 60 | janice.giegler@housegop.ct.gov | Janice | |
| 61 | albere@danbury.k12.ct.us | Eileen | FL |
| 62 | coopeg@danbury.k12.ct.us | Gladys | |
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| 64 | hawler@danbury.k12.ct.us | Richard | |
| 65 | janner@danbury.k12.ct.us | Richard | |
| 66 | johnspa@danbury.k12.ct.us | Patrick | |
| 67 | karraf@danbury.k12.ct.us | Frederick | FL |
| 68 | metred@danbury.k12.ct.us | David | |
| 69 | molink@danbury.k12.ct.us | Kathleen | |
| 70 | pietrr@danbury.k12.ct.us | Ralph | FL |
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| 74 | mcnrn2@aol.com | Sheila | |
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| 78 | candice@wiltoncongregational.org | Candice | CT |
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Exhibit 10 – Evidence of Community Support (Organizations/Groups Letter of Support) We are grateful for the many organizations and stakeholder groups that have expressed their support for the proposed school.



CITY OF DANBURY
OFFICE OF THE MAYOR
DANBURY, CONNECTICUT 06810
www.danbury-ct.gov

MARK D. BOUGHTON
MAYOR

(203) 797-4511
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m.boughton@danbury-ct.gov

July 12, 2017

Dr. Dianna Wentzell
Commissioner of Education
Connecticut State Department of Education
165 Capital Ave
Hartford, CT 06143-2219

Dear Commissioner Wentzell:

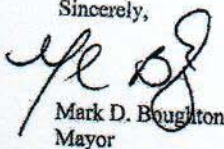
I am writing to offer my full support of the charter application from Danbury Prospect Charter School. As long-time Mayor of Danbury, a city with a rapidly growing student population and wait lists at our magnets, I know we need more schools to serve our children. I believe Danbury Prospect Charter School can help meet this need.

I first met with the leadership of Prospect Schools more than two years ago. I was impressed then by their school model; it is academically strong and cultivates in its students a global awareness, through elements such as the International Baccalaureate framework and language courses. I have continued to be impressed with the Prospect team, as they have invested in the Danbury community to build a strong foundation for this school.

As tangible evidence of Danbury's support for Danbury Prospect, I have committed to providing a facility for the school. We are currently exploring options for the school's location.

I believe it is important for the City of Danbury to support all of Danbury's students in accessing an excellent education. As a former high school teacher myself, I know the power of great schools. I am pleased to be able to offer my support to Danbury Prospect Charter School, as one important school option for Danbury families.

Sincerely,


Mark D. Boughton
Mayor



State of Connecticut
GENERAL ASSEMBLY
STATE CAPITOL
HARTFORD, CONNECTICUT 06106-1591

May 25, 2017

Dr. Dianna Wentzell
Commissioner of Education
Connecticut State Department of Education
165 Capital Ave
Hartford, CT 061435-2219

Dear Commissioner Wentzell,

We are writing to express our support for the establishment of the Danbury Prospect Public Charter School ("Danbury Prospect"). As members of the Connecticut General Assembly representing the 2nd, 107th, 108th, and 138th general assembly districts, we have consistently advocated on behalf of families to ensure there are public school options to meet the unique needs of our children. There is a need for additional middle school options in Danbury, where Danbury Prospect intends to open. We have met with members of the Founding Team and support groups, and both have demonstrated a commitment to working with the community to ensure that the school reflects the diversity and wealth of resources in the area.

As our State grapples with various education challenges, we acknowledge that school choice and charter schools are an important aspect of our public education system. Schools like Danbury Prospect offer families opportunities to choose the type of education that works best for their children. We support the expansion of school choice in the area but want to ensure new schools are not opened at the detriment of existing schools currently underfunded by the state. Proper funding of existing schools is still our utmost priority.

If you have any questions, please do not hesitate to contact us at your earliest convenience. Thank you for this opportunity and your consideration towards this matter.

Sincerely,

Representative Ferguson
138th District

Representative Smith
108th District

Representative Harding
107th District

Representative Duff
2nd District



State of Connecticut

**HOUSE OF REPRESENTATIVES
STATE CAPITOL**

**REPRESENTATIVE WILLIAM I. DUFF
SECOND ASSEMBLY DISTRICT**

LEGISLATIVE OFFICE BUILDING ROOM 4200
300 CAPITOL AVE
HARTFORD, CT 06106-1591

TOLL FREE: (800) 842-1423
CAPITOL: (860) 240-8700
William.Duff@housegop.ct.gov

MEMBER
BANKING COMMITTEE
ENERGY AND TECHNOLOGY COMMITTEE
HIGHER EDUCATION AND EMPLOYMENT
ADVANCEMENT COMMITTEE

May 9, 2017

Dr. Dianna Wentzell
Commissioner of Education
Connecticut State Department of Education
165 Capital Ave
Hartford, CT 06143-2219

Dear Commissioner Wentzell:

I write to express my support of the Danbury Prospect Charter School (Danbury Prospect) proposal to establish an independent public charter school that will be located in Danbury serving children of the 2nd Assembly District that I represent.

If approved, the proposed school would start with 6th grade and at capacity it would serve children in grades K-12. The core of the educational program will be built around the International Baccalaureate (IB) framework and would be the first public school of its kind in Connecticut. The rigorous academics, exceptional teachers, and global citizenry theme would greatly benefit Danbury students and infuse the community with additional innovative researched-based instructional strategies.

This much-needed program will provide alternative educational solutions and offer students an educational foundation that will foster critical thinking and a love for learning.

I am pleased to support their request and urge the Connecticut State Education Department to give full and fair consideration to the Danbury Prospect application to open a charter school that would provide high quality educational options for parents and students in the Danbury.

Thank you in advance for your attention to this important matter.

Sincerely,

William Duff
State Representative, 2nd District



Housing Authority of the City of Danbury

2 Mill Ridge
Road Danbury,
CT 06811
203-744-2500 Telephone
203-7971864, Fax

DOMENICO CHIEFFALO, CHAIRMAN
RAYMOND YAMIN, VICE CHAIRMAN
STANLEY WATKINS, TREASURER
ROSE MORRISON, RESIDENT COMMISSIONER
PAUL ESTEFAN, COMMISSIONER

MARY C. SISTRUNK, EXECUTIVE DIRECTOR

July 11, 2017

Dr. Dianna Wentzell
Commissioner of Education
Connecticut State Department of Education
165 Capital Ave
Hartford, CT 061435-2219

Dear Commissioner Wentzell:

As the Executive Director of the Housing Authority of the City of Danbury, I write to express my support of the Danbury Prospect Charter School (Danbury Prospect) proposal to establish an independent public charter school located in Danbury.

If approved, the proposed school would start with 6th grade (due to district overcrowding at that level) and at capacity it would serve children in grades K-12. The core of the educational program will be built around the International Baccalaureate (IB) framework and would be the first public school of its kind in Connecticut. The rigorous academics, exceptional teachers, and global citizenry theme would greatly benefit Danbury students and infuse the District with even more innovative researched-based instructional strategies.

This much-needed program will provide alternative educational solutions and offer students an educational foundation fostering critical thinking and a love for learning. I believe Prospect will help in raising the academic achievement of more students in our area and bring a much-needed prestigious K-12 educational institution to the state.

I am pleased to support their request and urge the Connecticut State Education Department to give full and fair consideration to the Danbury Prospect application to open a charter school that would provide high quality educational options for parents and students in the Danbury.

Thank you in advance for your attention to this important matter.

Respectfully

Mary C. Sistrunk
Mary C. Sistrunk

SI USTED NO COMPRENDE ESTA CARTA POR FAVOR LLAME A LA OFICINA. GRACIAS.





June 5, 2017

Dr. Dianna Wentzell
Commissioner of Education
Connecticut State Department of Education
165 Capital Ave
Hartford, CT 061435-2219

Dear Commissioner Wentzell:

As Chairman of the Jericho Partnership of Danbury, CT, I would like to express my support for the Danbury Prospect Charter School proposal to establish a public school charter to be located in Danbury.


The proposed school would initially target the district overcrowding at the 6-8th grade level and ultimately serve the K-12 school population. The core of the educational program will be designed around the International Baccalaureate (IB) framework and would be a first for Connecticut. Danbury students would benefit significantly from such a rigorous program.

We believe educational choice is important for Connecticut parents and, when combined with concern over school overcrowding, demands an alternative plan for Danbury. We believe Prospect is such a plan.

I am pleased to support the Danbury Prospect proposal and urge the Connecticut State Education Department to give full and fair consideration to the Danbury Prospect application to open a charter school that would provide high quality education options in Danbury.

Thank you for your attention to this important matter.

Regards,


William G. Beattie
Chairman
Jericho Partnership



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www.jerichopartnership.org



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Phone: (203) 748-5461 Fax: (203) 794-0616
Website Address: www.newhopedanbury.org

Reverend Leroy Parker, Senior Pastor

June 7, 2017

Dr. Dianna Wentzell
Commissioner of Education
Connecticut State Department of Education
165 Capital Avenue
Hartford, CT 06143-2219

Dear Commissioner,

We write in support of the proposed charter school, Danbury Prospect Charter School, now being considered by the Connecticut State Department of Education.

New Hope Baptist Church has served the Danbury community for over one hundred and twenty two years and we are confident that the Danbury Prospect team, working in partnership with its sister school Brooklyn Prospect Charter School, will offer another option for high quality public education in Danbury in the same way that they do in Brooklyn, New York.

The school is proposed to serve Danbury students, starting with 6th grade and adding a grade every year until it reaches capacity at 1300 students K-12. There are many reasons for opening a charter school in Danbury, the main reason being we believe the performance of this district will be elevated by the efforts of the founding members.

One of the missions of Danbury Prospect is to graduate students who are prepared for college in a global fast-paced ever-changing world. As a former educator, I know that students who are internationally-minded will help to create a more peaceful world. Students who are caring, knowledgeable, critical thinkers and reflective open-minded communicators are in high demand, today.

We believe Danbury Prospect Charter School will give our youth another much needed avenue of success. As a strong believer in closing the education gap in the community I represent, I lend my support to the application of the Danbury Prospect Charter School.

Sincerely,

Rev. Leroy Parker

Deacon Chair
Edward Torian

Special Assistant to Pastor
Reverend Minnie Bland

Trustee Chair
Delores Rochester

Treasurer
Clara Perkins



The Association of Religious Communities, Inc. (ARC)
325 Main Street, Danbury, CT 06810 203-792-9450

July 3, 2017

Dr. Dianna Wentzell
Commissioner of Education
Connecticut State Department of Education
165 Capital Avenue
Hartford, CT 06143-2219

Dear Commissioner Wentzell:

I write to express my support of the Danbury Prospect Charter School (Danbury Prospect) proposal to establish an independent public charter school located in Danbury.

The core of the educational program will be built around the International Baccalaureate (IB) framework, making it the first public school of its kind in Connecticut. The school would greatly benefit students and the District with more innovative researched-based educational strategies that foster curiosity, respect, persistence and a passion for learning. Prospect will develop internationally minded students who recognize their common humanity and collective guardianship of the planet, to help to create a better and more peaceful world.

As the largest city without a public charter school, Danbury is a district in need of more public school options. If approved, the school will start with 6th grade (due to district overcrowding in that grade) and at capacity it will serve children in grades K-12.

I urge the Connecticut State Education Department to give full and fair consideration to the Danbury Prospect application. Prospect will significantly raise the academic achievement of more students in Danbury and will bring a much-needed prestigious educational institution to the State.

Thank you in advance for your attention to this important matter.

Sincerely,

Rev. Phyllis J. Leopold
Executive Director



Where the Past is Always Present!
43 Main Street, Danbury, Connecticut 06810
(203) 743-5200 • www.danburymuseum.org

June 13, 2017

Dr. Dianna Wentzell
Commissioner of Education
Connecticut State Department of Education
165 Capital Ave
Hartford, CT 061435-2219

Dear Commissioner Wentzell:

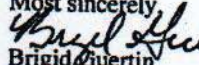
I write to express support of the Danbury Prospect Charter School (Danbury Prospect) proposal to establish an independent public charter school located in Danbury.

If approved, the proposed school would start with 6th grade (due to district overcrowding at that level) and at capacity it would serve children in grades K-12. The core of the educational program will be built around the International Baccalaureate (IB) framework and would be the first public school of its kind in Connecticut. The rigorous academics, exceptional teachers, and global citizenry theme would greatly benefit Danbury students and infuse the District with even more innovative researched-based instructional strategies.

This much-needed program will provide alternative educational solutions and offer students an educational foundation fostering critical thinking and a love for learning. The Danbury Museum believes Prospect will help in raising the academic achievement of more students in our area and bring a much-needed prestigious K-12 educational institution to the state. The Danbury Museum is excited about the possibilities inherent in partnering with this new school and the potential rewards that such a partnerships could bring to our Prospect students, our Danbury district and our Danbury community.

The Danbury Museum is thrilled to support Prospect and urges the Connecticut State Education Department to give full and fair consideration to the Danbury Prospect application to open a charter school that would provide high quality educational options for parents and students in Danbury.

Thank you in advance for your attention to this important matter.

Most sincerely

Brigid Guertin
Executive Director



The Hord Foundation, Inc.

P.O. Box 4671
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www.hordfoundation.org

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Cora E. Hord
(1943 - 1994)

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May 30, 2017

Ms. Tracy Kelley
Project Manager
Danbury Prospect Charter School
30 Main Street, 3rd Floor
Danbury, Connecticut 06810

Dear Tracy,

We thank you for making time in your schedule to meet with The Hord Foundation Board of Trustees to present evolving plans that are being developed to establish the Danbury Prospect Charter School.

As we have shared with you, The Hord Foundation remains steadfast to our mission to encourage and reward excellence amongst scholars of African descent in the greater Danbury area by providing scholarships, offering support programs, and building a connected community.

Understanding the demographics of your initial student population will comprise of junior grades, The Hord Foundation will be available to support you with early planning preparatory college programs.

In closing, The Hord Foundation Board of Trustees would like to assure you and the team working on the Danbury Prospect Charter School undertaking that we are committed to offering our education support programs to your constituency throughout their academic career and providing scholarships to your deserving students seeking a quality post-secondary school education when your program expands to the 12th grade.

Sincerely,

Johnny G. Barnes
Chairman, Board of Trustees
The Hord Foundation, Inc.

*The Hord Foundation, Inc. is approved by the Internal Revenue Service as a 501(c)(3) tax-exempt organization.
All donations are tax deductible to the extent provided by the law.*



Dr. Dianna Wentzell
Commissioner of Education
Connecticut State Department of Education
165 Capital Ave
Hartford, CT 06143-2219

Dear Commissioner Wentzell:

I write to express my support of the Danbury Prospect Charter School (Danbury Prospect) proposal to establish an independent public charter school located in Danbury.

If approved, the proposed school would start with 6th grade and at capacity it would serve children in grades K-12. The core of the educational program will be built around the International Baccalaureate (IB) framework and would be the first public school of its kind in Connecticut. The rigorous academics, exceptional teachers, and global citizenry theme would greatly benefit Danbury students and infuse the District with even more innovative researched-based instructional strategies.

This much-needed program will provide alternative educational solutions and offer students an educational foundation fostering critical thinking and a love for learning. I believe Prospect will help in raising the academic achievement of more students in our area and bring a much-needed prestigious K-12 educational institution to the state.

I am pleased to support their request and urge the Connecticut State Education Department to give full and fair consideration to the Danbury Prospect application to open a charter school that would provide high quality educational options for parents and students in the Danbury.

Thank you in advance for your attention to this important matter.

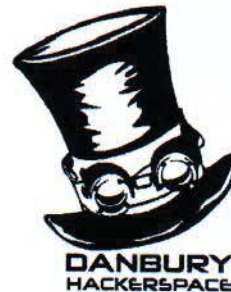
Sincerely,

A handwritten signature in blue ink, appearing to read "Steve Bull", written over a horizontal line.

Steve Bull

President

Greater Danbury Chamber of Commerce, Inc.
39 West Street • Danbury, Connecticut 06810 • 203-743-5565
Fax: 203-794-1439 email: info@danburychamber.com
Web: www.danburychamber.com



Dr. Dianna Wentzell
Commissioner of Education
Connecticut State Department of Education
165 Capital Ave
Hartford, CT 061435-2219

Dear Commissioner Wentzell:

I am writing this letter in support of the Danbury Prospect Charter School (Danbury Prospect) as both a Danbury parent and co-founder of the non-profit Danbury Hackerspace.

My daughters attend Danbury High School, which has more than 800 students per grade, and the Danbury Prospect School would help with the overcrowding at the Danbury schools while providing a solid alternative educational option for students. While this school will open too late to impact my daughters, future generations will benefit from the unique curriculum of the Danbury Prospect School, with its focus on global citizenry and research-based instructional strategies.

Danbury has a STEM and Global Studies Middle School, but there are only 200 places for the more than 800 applications last year, so we obviously need more alternatives where the students can study Mandarin Chinese, global studies, and a curriculum designed to prepare students for college.

With Danbury being one of the school districts in the state with a growing student population, I urge the Connecticut State Education Department to give fair and full consideration to the Danbury Prospect application.

Thanks for your consideration.

Sincerely,

Mike Kaltschnee
Co-Director of the Danbury Hackerspace
A 501(c)3 Innovation Center

Exhibit 11 – Evidence of Community Support (School Partners)



FAMILIES NETWORK

OF WESTERN CT, INC.

5 LIBRARY PLACE

DANBURY, CT 06810

PHONE (203) 791-8773

FAX (203) 791-1379

Promoting safe & healthy environments for children through

Susan Giglio
Executive Director

Dr. Dianna Wentzell
Commissioner of Education
Connecticut State Department of Education
165 Capital Ave
Hartford, CT 061435-2219

parent education, support and child abuse prevention

Board of Directors

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Chairman

Joseph Milana
Treasurer

Rina Patel

Phil Segan

Corinne Silver

June 11, 2017

Dear Commissioner Wentzell:

As the Executive Director of Families Network of Western CT, Inc., I write to express my support of the Danbury Prospect Charter School (Danbury Prospect) proposal to establish an independent public charter school located in Danbury.

If approved, the proposed school would start with 6th grade (due to district overcrowding at that level) and at capacity it would serve children in grades K-12. The core of the educational program will be built around the International Baccalaureate (IB) framework and would be the first public school of its kind in Connecticut. The rigorous academics, exceptional teachers, and global citizenry theme would greatly benefit Danbury students and infuse the District with even more innovative researched-based instructional strategies.

Emeritus Board

Peggy Day
1. Joseph Massoud

This much-needed program will provide alternative educational solutions and offer students an educational foundation fostering critical thinking and a love for learning. I believe Prospect will help in raising the academic achievement of more students in our area and bring a much-needed prestigious K-12 educational institution to the state.

Advisory Board

Melanie Bonjour

Estela Camacho

Eileen Costello

Maryalice Cullen

Annmarie Evans

Jack S.C. Fong

Patricia Mascoli

Valerie Ventura-Saudi

Mini Santosh

Karen White

I am pleased to support their request and urge the Connecticut State Education Department to give full and fair consideration to the Danbury Prospect application to open a charter school that would provide high quality educational options for parents and students in the Danbury. For our part, Families Network of Western CT, Inc. is fully committed and well poised to assist Danbury Prospect with access to parents of school aged children, other advocates for children and parent leaders in our community.

Thank you in advance for your attention to this important matter.

Sincerely,

Susan Giglio
Susan Giglio
Executive Director

PROGRAMS OF FAMILIES NETWORK ARE FINANCIALLY SUPPORTED BY
CT OFFICE OF EARLY CHILDHOOD, CITY OF DANBURY, THE PARENT TRUST FUND,
PRIVATE DONATIONS AND FOUNDATIONS



June 8, 2017

FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

Dr. Dianna Wentzell
Commissioner of Education
Connecticut State Department of Education
165 Capital Ave
Hartford, CT 06106-1659

Dear Commissioner Wentzell:

I am writing to express my support of the Danbury Prospect Charter School (Danbury Prospect) proposal to establish an independent public charter school in Danbury.

If approved, the proposed school would initially start with 6th grade, which would help to alleviate overcrowding that has been identified by Danbury Public Schools. The core of the educational program would be built around the International Baccalaureate (IB) framework and would be the first public school of its kind in Connecticut. The rigorous academics, exceptional teachers, and global citizenry theme would greatly benefit Danbury students and infuse the District with even more innovative research-based instructional strategies.

This much-needed program will provide alternative educational solutions and offer students an educational foundation fostering critical thinking and a love for learning. I believe Prospect will help in raising the academic achievement of more students in our area and bring a much-needed prestigious K-12 educational institution to the state. The Regional YMCA as well as Y's across the country believes it is vital that we close the growing achievement gap. Unfortunately Connecticut has one of the largest achievement gaps in the country.

I am pleased to support their request and urge the Connecticut State Education Department to give full and fair consideration to the Danbury Prospect application to open a charter school that would provide high quality educational options for parents and students in Danbury.

Thank you in advance for your attention to this important matter.

Sincerely,

Marie B. Miszewski
President & CEO

REGIONAL YMCA OF WESTERN CONNECTICUT
www.regionalyymca.org



**DANBURY GRASSROOTS
ACADEMY**
EDUCATION - CHARACTER - TENNIS - HEALTH

May 22, 2017

Dr. Dianna Wentzell
Commissioner of Education
Connecticut State Department of Education
185 Capital Ave
Hartford, CT 06143-2219

Dear Commissioner Wentzell:

Our names are Lauren Bailey and Carl Bailey and we are the Executive Director and Founder/President of the Danbury Grassroots Academy in Danbury, CT. We are writing to express our support of the Danbury Prospect Charter School's (Danbury Prospect) proposal to establish an independent public charter school located in Danbury. If approved, the proposed school would start with 6th grade and at capacity it would serve children in grades K-12. The core of the educational program will be built around the International Baccalaureate (IB) framework and would be the first public school of its kind in Connecticut. The rigorous academics, exceptional teachers, and global citizenry theme would greatly benefit Danbury students and infuse the District with even more innovative researched-based instructional strategies.


This much-needed program will provide alternative educational solutions and offer students an educational foundation fostering critical thinking and a love for learning. We believe Danbury Prospect will help in raising the academic achievement of more students in our area and bring a much-needed prestigious K-12 educational institution to the state. We believe in their mission and their goals to prepare students to become global citizens and help them to develop the love of learning that provides the foundation for life long personal and academic success.

Over the past decade Danbury Grassroots Academy has assisted hundreds of students. DGA is a free, year round program serving 50 at-risk, select students, ages 8-18, annually, since 2006. Our mission is to improve the lives of promising, selected students in Danbury emphasizing education, character, tennis, and health. We have four primary goals: To stress the critical importance of education; to provide tools necessary to develop honorable character traits; to teach the basics of tennis; and to emphasize the value of nutrition and exercise. Specific and long term objectives are to improve report card grades, DRA reading levels, high school graduation rates, and establish career paths or college education. Students will learn to become personally responsible in all areas of their lives, with a strong focus on their academics. Students will learn to value education, take pride in their academic work, and demonstrate a persistence to achieve excellence.

From our experience in working with Danbury students over the past decade, we are excited about the possibility of providing these students an opportunity to participate in the Danbury Prospect charter school curriculum. Specifically, Danbury Prospect will be a K-12 school whose students are better prepared for success in higher education and employment in an increasingly pluralistic and global economy. Students will work side by side with other students who may think differently and may be more diverse in their backgrounds; children who are raised in different social and cultural environments; and students whose families have broadly divergent world views and speak a multitude of different languages at home. Students will cooperate by preparing each other with a robust understanding of, and superior ability to navigate, in our increasingly global world environment.

We are pleased to support Danbury Prospect's request for approval and we urge the Connecticut State Education Department to give their full and fair consideration to the Danbury Prospect's application to open a charter school that would provide high quality educational options for parents and students in Danbury.

Thank you in advance for your attention to this important matter.

Lauren Bailey

Executive Director

Carl Bailey

Founder/President

Danbury Grassroots Academy P.O. Box 29121 Danbury, CT 06813 www.danburygrassrootsacademy.org

Danbury Grassroots Tennis, Inc. is a Section 501(c)(3) tax exempt organization.

Carl Bailey
President
Walter Beatty
Vice President
Michael Smith
Treas./Sec.
Lauren Dalton
Director
Lynn Radford
Director of Education

Board of Directors

Sandra Atanasoff
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Pam Higgins
Robert Lapple
Greg Moran
Robert Mercorella
Dr. David Pazer
Cathy Perry
Liz Preville
Becky Strominger
Charles Valenzuela

Exhibit 12 – Evidence of Community Support (Parent Letters of Support) Our primary constituent group, of course, are Danbury parents and families. We have continued to receive letters from parents and students expressing their support for Danbury Prospect Charter School. Below are just a sample of the many letters and expressions the team continues to receive from across the Greater Danbury community

Dr. Dianna Wentzell
Commissioner of Education
Connecticut State Department of Education
165 Capitol Ave
Hartford, CT 06106-1630

Dear Commissioner Wentzell:

As a long-standing parent and elected official in the Danbury community, I know that our school system is doing a great job preparing kids for a successful future. Still, our city is a growing and diverse one and I believe strongly that our educational system can do a better job of adapting to the needs of each student. That's why I believe families in our city need and deserve access to a public charter school. Therefore, I am writing in strong support of Danbury Prospect Charter School's intent to submit a charter school application to the Connecticut State Department of Education for the 2018 new school development process.

Whether a student wants to graduate and head straight into the workforce, attend college, or join the military, it is our responsibility as a community to ensure they're prepared to walk their chosen path. The charter proposed by Danbury Prospect Charter School would offer a new, innovative way to make that happen — and critically, a charter school will offer additional high-quality seats at a significantly lower cost to the city.

Better schools make Danbury a more desirable place to live, work, and be a part of. They also make it more likely for kids to stick around or move back here to build their own lives.

As things stand, we have a high-quality school system that's in need of additional seats. If our community were given the opportunity to propose a charter that fits the needs of our families and students, it would drastically improve our portfolio of educational options.

All we need to make that happen is approval of Danbury Prospect Charter School's forthcoming application from the state.

Sincerely,

Irving Fox

Councilman, 1st Ward, Danbury City Council

Parent of Ryan, Bradley, Valerie, and Adam Fox

July 7, 2017

Dr. Dianna Wentzell
Commissioner of Education
Connecticut State Department of Education
165 Capitol Avenue
Hartford, CT 06106-1630

Dear Commissioner Wentzell:

I am writing this letter to express my support for the proposed Danbury Prospect Charter School, projected to open in 2018.

When I first learned about this proposal, I must admit that I knew nothing about charter schools. I started asking questions and doing my research. The idea of having this wonderful opportunity in our city is beyond exciting. I love the fact that charter schools are primarily chosen because of their higher academic standards, small class sizes, ground-breaking approaches, and matching educational philosophies. We most certainly need an option like this in Danbury.

Danbury continues to grow every year and over the past decade has grown 17% while other cities and towns have seen a decrease. We are the fastest growing city in the state. As a parent, I am very concerned about these numbers. We all want the very best for our children, but when they are put in overcrowded classrooms it becomes a concern. Danbury recently added a third middle school but they are all still crowded. We only have one high school with a student body population of over three thousand. We are the largest in the state. Danbury needs another option for the citizens of the large, diverse community.

My husband and I decided to purchase a home here in Danbury 17 years ago for many reasons. One of which was that we wanted to expose our children to diversity but we also loved the idea that Danbury Public Schools offered choices. We would love for one of those choices to be a charter school.

Not only would The Danbury Prospect Charter School add a great choice for our families but would compliment our current programs and offer a different way of learning. It would offer our students the opportunity to shine in a different way.

Sincerely,



Victoria Ceylan

Mother of a 4th grader and an 11th grader and proud resident of Danbury for 20 years

June 18, 2017

Dr. Dianna Wentzell
Commissioner of Education
CT State Dept. of Education
165 Capitol Avenue
Hartford, CT 06106

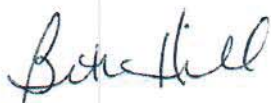
Dear Dr. Wentzell:

I am a resident of Danbury, CT for the past 12 years & a parent of a soon-to be Fourth Grader at Great Plain Elementary School in Danbury. Our experience with the Danbury Public school system has been challenging and I am writing to you to ask for your support of the Danbury Prospect Charter School.

We moved to Danbury because of its diverse population in anticipation of raising a family here. As a graduate of the NYC Public School System, there was no doubt I wanted to send my children to the public schools in Danbury, but my experience with our school has been less than stellar. Although my child is thriving, I feel she is just learning the basics and any extra assistance she needs with reading or math is not addressed because she tests at level and the teachers and administrators are overwhelmed.

I strongly believe that our kids deserve a choice in Danbury and Danbury Prospect Charter School would give those children who are struggling in the traditional public school system a chance to flourish and learn in an environment that best meets their needs.

Warmly,

A handwritten signature in cursive script, appearing to read "Beth Hill".

Beth Hill
Concerned Mom

7/7/2017

Dr. D. Wentzell
CT Department of Education
165 Capitol Ave
Hartford, CT 06106

Dear Dr. Wentzell ,

As a longtime resident and also a parent, the Danbury school system must be given other choices.

The population increase that has impacted the classroom numbers has been overwhelming to both teachers and students. I believe with the addition of the charter school, it can allay this situation and also begin the model of future advantages for this city.

The existence of charter schools is to make sure every child has access to a quality education. With the freedom and choice to do so, charters set higher standards and must meet them to stay in business.

Most traditional district public schools stay in business no matter how poorly they perform. Charters are one of America's tickets to a higher-quality school system.

I strongly believe that our kids deserve a choice in Danbury and Danbury Prospect Charter School would be an excellent addition.

Thank you for your support.

Respectfully,

A handwritten signature in black ink, appearing to be 'PK' followed by a long horizontal stroke.

Phyllis Kurtenbach

Dr. Dianna Wentzell
Commissioner of Education
Connecticut State Department of Education
165 Capitol Ave
Hartford, CT 06106-1630

Dear Commissioner Wentzell:

It is with great anticipation that I write this letter to express my strong support for the proposed Danbury Prospect Charter School, projected opening 2018.

Upon first learning about this proposal, I visited the Brooklyn Prospect Charter School, on which the Danbury Prospect would be modeled. I received a tour from a student ambassador, met and spoke with Executive Director and Co-founder, Daniel Rubenstein, as well as several administrators, faculty, staff and students. I witnessed classes in progress, which were all small with at least 2 staff members present and engaged with students. Walking through the halls, there was a strong sense of community based upon mutual respect for every individual, every culture and race in a very diverse setting. I also had the opportunity to view a Professional Development session, where the ultimate gain in every learning opportunity was driven by the care and nurture of the whole child.

As you know, Danbury public schools are currently facing very unique challenges. At a time when Connecticut's total public school enrollment has steadily declined over the past decade, Danbury's has steadily increased by 17%. This increase bears rising high levels of English language learners, low-income and special education students who require additional resources to have equal opportunity to learn and achieve success. A recent study presented to the Danbury Board of Education shows student enrollment will continue to rise with significant increases across all grade levels. Even with the addition of a new intradistrict magnet middle school, the 6th – 8th grade population has grown by about 21% over the past decade and is projected to grow by another 8.6% over the next four years.

Not only is Danbury the fastest growing city in the state, it boasts the largest high school. While the school offers an extensive array of programs, not all students have the ability or support to thrive at such a large school. My husband and I chose to raise our family in Danbury, because of the various opportunities, rich diversity, wonderful community and conveniences of a large city; however, this growth and diversity comes at a price. Our district is one of the most underfunded and struggles to reach state standards. At a time when we are in dire need of more resources for our children, our public school options are limited. Danbury is the only large city in Connecticut without a charter school.

The Danbury Prospect Charter School would ease the overcrowding across the district, raise the bar for academic achievement, compliment our current programs, provide more choice for families and engage parents and guardians. By providing the distinguished International Baccalaureate program, it would give all of our students another opportunity to succeed, as well as a chance to shine in the highly competitive higher education arena.

Sincerely,



Rachel Chaleski

17-year Danbury Resident and Parent of 2nd and 4th graders in the Danbury Public School System

Dr. Dianna Wentzell

Commissioner of Education

Connecticut State Department of Education

165 Capital Ave

Hartford, CT 061435-2219

June 15, 2017

Dear Commissioner Wentzell:

I write to express my support of the Danbury Prospect Charter School ("Danbury Prospect") proposal to establish a public charter school that will be located in Danbury serving children of the ---District that I represent.

If approved, the proposed school would start with 6th grade and at capacity it would serve children in grades K-12. The core of the educational program will be built around the International Baccalaureate (IB) framework and would be the first public school of its kind in Connecticut. The rigorous academics, exceptional teachers, and global citizenry theme would greatly benefit Danbury students and infuse the District with even more innovative researched-based instructional strategies.

This much-needed program will greatly impact many systemic problems that exist in the Danbury school system and would give students in the area the educational foundation that will foster critical thinking and a love for learning.

I am pleased to support their request and urge the Connecticut State Education Department to give full and fair consideration to the Danbury Prospect application to open a charter school that would provide high quality educational options for parents and students in the Danbury.

Thank you in advance for your attention to this important matter.

Yours Truly,

Bernarda Sari.

Bernarda Sari

Danbury Resident, Mother to Danbury students Brayan, 10, and Kelly, 15

Maura & Emmanuel Juan
66 Deer Hill Ave
Danbury CT 06810

Dr. Dianna Wentzell
Commissioner of Education
Connecticut State Department of Education
165 Capital Ave
Hartford, CT 061435-2219

June 1, 2017

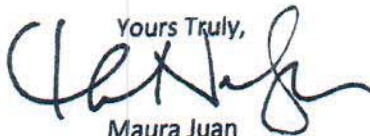
Dear Dr. Wentzell,

This letter is to express our support for the Danbury Prospect Charter School (Danbury Prospect) team in their efforts to open a charter school to serve the Danbury community. We welcome the founding team's efforts to offer Danbury students a new more rigorous and promising public school option.

Our children attend the AIS Magnet School, and we are thrilled to have school choice.

I strongly support the proposal to bring a new K-12 International Baccalaureate themed college preparatory option with a focus on developing principled risk-takers, critical thinkers, inquirers, and internationally-minded leaders. With the growing ever changing global economy, I believe this model is well suited to provide our young people with the economic opportunities they need to succeed in pursuing the chosen paths to college and careers. I look forward to hearing of its approval; please feel free to contact me with any questions.

Yours Truly,

A handwritten signature in black ink, appearing to read 'Maura Juan', written over the printed name.

Maura Juan

Danbury Resident, and mother to students Anselm, 10 and Campbell, 8

Dr. Dianna Wentzell
Commissioner of Education
Connecticut State Department of Education
165 Capital Ave
Hartford, CT 06143-2219

June 2, 2017

Dear Commissioner Wentzell:

I am writing in support of Danbury Prospect Charter School's intent to submit a charter school application to the Connecticut State Department of Education for the 2018 new school development process.

Danbury Prospect Charter School (Prospect) is an independent public charter school that will be located in Danbury. If approved, it will open for the 2018-2019 school year and serve children in grade 6 (increasing one grade each year until K-12 at capacity). The school will pair students with excellent teachers in a college preparatory environment using the International Baccalaureate (IB) framework. The historical significance of the school also compels me to support Danbury Prospect's application as once approved, it will be the first K-12 IB themed public school.

I commend Danbury Prospect Charter School for recognizing the need for high quality educational options and a diverse approach. I wholeheartedly support Prospect's intent to submit a charter school application and urge your office to strongly consider a favorable review of their application. The Danbury school system could benefit greatly from a school like this and many parents such as myself want the best education possible for their child.

Sincerely,

A handwritten signature in cursive script, appearing to read "Jodi Impastato".

Jodi Impastato

Danbury Resident, mother to Danbury student Lauren Impastato age 8

Dr. Dianna Wentzell
Commissioner of Education
Connecticut State Department of Education
165 Capital Ave
Hartford, CT 061435-2219

June 5, 2017

Dear Connecticut State Department of Education:

I am happy to express my support for the Danbury Prospect Charter School (Danbury Prospect) team in their efforts to open a charter school to serve the Danbury community. As an organization that focuses on serving the families and students of this community, I welcome the founding team's efforts to offer Danbury students a new more rigorous and promising public school option.

I strongly support the proposal to bring a new K-12 International Baccalaureate themed college preparatory option with a focus on developing principled risk-takers, critical thinkers, inquirers, and internationally-minded leaders. With the growing ever changing global economy, I believe this model is well suited to provide our young people with the economic opportunities they need to succeed in pursuing the chosen paths to college and careers. I look forward to hearing of its approval; please feel free to contact me with any questions.

Yours Truly,

Stella Aslanyan



Danbury Resident, Mother to Danbury student Anahit, 8

305 Sienna Dr
Danbury, CT 06810
Phone: 603 203 1192

Dr. Dianna Wentzell
Commissioner of Education
Connecticut State Department of Education
165 Capital Ave
Hartford, CT 061435-2219

June 12, 2017

Dear Connecticut State Department of Education:

I am happy to express my support for the Danbury Prospect Charter School (Danbury Prospect) team in their efforts to open a charter school to serve the Danbury community. As a parent in this community, I welcome the founding team's efforts to offer Danbury students a new more rigorous and promising public school option.

I strongly support the proposal to bring a new K-12 International Baccalaureate themed college preparatory option with a focus on developing principled risk-takers, critical thinkers, inquirers, and internationally-minded leaders. With the growing ever changing global economy, I believe this model is well suited to provide our young people with the economic opportunities they need to succeed in pursuing the chosen paths to college and careers. I look forward to hearing of its approval; please feel free to contact me with any questions.

Yours Truly,



Fabiana Neupmann
Danbury Resident, Mother to Danbury student Lukas, 10

This language policy was approved by the IB Board of Governors in November 2007 and modified by the language policy committee in October 2009, June 2010, February 2011 and February 2014

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1. Purpose and general principles

The International Baccalaureate is committed to supporting multilingualism as fundamental to increasing intercultural understanding and international-mindedness, and is equally committed to extending access to an IB education for students from a variety of cultural and linguistic backgrounds.

With these aims in mind, the IB has instituted its language policy to provide a framework that will ensure that the IB's values and aims in relation to multilingualism and access are reflected in the organization's activities.

This language policy defines the ways in which the IB provides support to schools and teachers for the implementation of its programmes in different languages. It also provides guidelines to Primary Years Programme (PYP) and Middle Years Programme (MYP) schools that are implementing the programmes in languages not supported by the organization.

Support in the different languages will be reviewed on a regular basis. The level of support may be increased or decreased for any particular language if certain conditions are met. The organization aims to provide materials and services of comparable high quality in all the languages supported.

2. Definitions

The IB language policy defines three groups of languages and the five levels of support that can be granted in a given language, as well as the documents and services that will be provided for each in the relevant language.

Working languages: The languages in which the organization communicates with its stakeholders and in which it is committed to providing all services needed for the implementation of the programmes. Currently, the IB's three working languages are English, French and Spanish.

Access languages: Languages that the IB has identified as being of strategic importance to meet its access goals and objectives to develop a more inclusive and diverse IB community. The organization will provide selected services and documentation in those languages, mainly to support teachers, as specified in this policy.

Internal working language: English is the organization's internal working language, in which most operational and developmental activities take place. It is also the language of its governance, management and academic committees.

In addition, the IB's education programmes reference other groups and/or categories of languages that may or may not be supported by the IB depending on if they have been identified within the three language groups defined above.

Language of instruction: The language in which an IB World School delivers IB programmes and courses to its student population.

Response language: The language in which IB students engage in internal or external assessment.

Language course: In the MYP, DP and IBCC, an academic course in which IB students acquire a new language, or improve their knowledge of a language and its literature.

3. Levels of support for languages

a. Working languages

Level 1

Languages in which **all** services and materials needed for the delivery and implementation of the **four programmes** are offered (see *Annex 1*). In addition, the following is provided in those languages:

- public web site
- all promotional material
- official communication and documentation from the IB.

Level 2

Languages in which **all** services and materials needed for the delivery and implementation of **one or two programmes only** are offered (see *Annex 1*).

The specific conditions of support for the Diploma Programme in level 1 and 2 languages and the conditions of support for Diploma Programme language course examinations are detailed in *Annex 2*.

The specific conditions for a school to be authorized to offer the Primary Years Programme or Middle Years Programme in a language other than a working language are detailed in *Annex 3*.

b. Access languages

Level 3

Languages in which **selected** services and materials, as detailed in *Annex 4*, are offered in one or more of the programmes and in some subjects only.

Level 4

Languages in which a **limited range** of services and materials, as detailed in *Annex 4*, are offered in one or more programmes.

Level 5

Only **bilingual glossaries** of programme terminology for the PYP and MYP are offered at this level.

Schools and teachers whose working language falls into this category will receive limited support in terms of services and materials in that language. Schools working in levels 3 to 5 languages need to have someone who can work and communicate in one of the IB's working languages, as there is no support for coordinators or heads in access languages.

Materials produced by communications

Although all communications materials will be produced in level 1 languages, some specific documents (targeted at universities, parents or funding organizations, for example) could be produced in a larger number of languages, following regional input and budget agreement, and within a quality assurance process set by the language services department.

4. Decision making processes

a. IB language policy committee

The IB's language policy committee (LPC) comprised of representatives from the IB's divisions, is responsible for maintaining this policy, monitoring its implementation and considering recommendations on proposals related to:

- support for the teaching and assessment of programmes, or parts of programmes, in additional languages
- approving changes to the level of support provided in the IB's working and access languages (See *Section 3a* and *3b* above)
- offering Diploma Programme language courses in additional languages.

The language policy committee meets as required (but no less than twice each year) to review language policy issues and make recommendations to the IB's senior leadership team (SLT). A report from the committee is given to the Access and Advancement Committee annually.

b. Requests and proposals for additional languages, language courses and changes in the support level for a language

The need or demand for changes to the support level provided in the IB's working and access languages, for additional languages and/or for additional language courses will normally be identified by schools services staff in the Schools division. Such need or demand will generally be identified through school services' ongoing monitoring of school programmes, but may also result from a direct request from a school or group of schools who may contact their regional school services programme manager with specific language requests.

The regional school services programme manager, in consultation with the Regional Director and the Chief Schools Officer, will determine if there is sufficient need and demand to warrant the drafting of a formal proposal to the IB's language policy committee. If schools services staff believe that such need or demand exists, a formal, written proposal will be submitted by the Chief Schools Officer to the language policy committee. The Chief Schools Officer may delegate the development and authorship of the formal language proposal (*See Figure 1*).

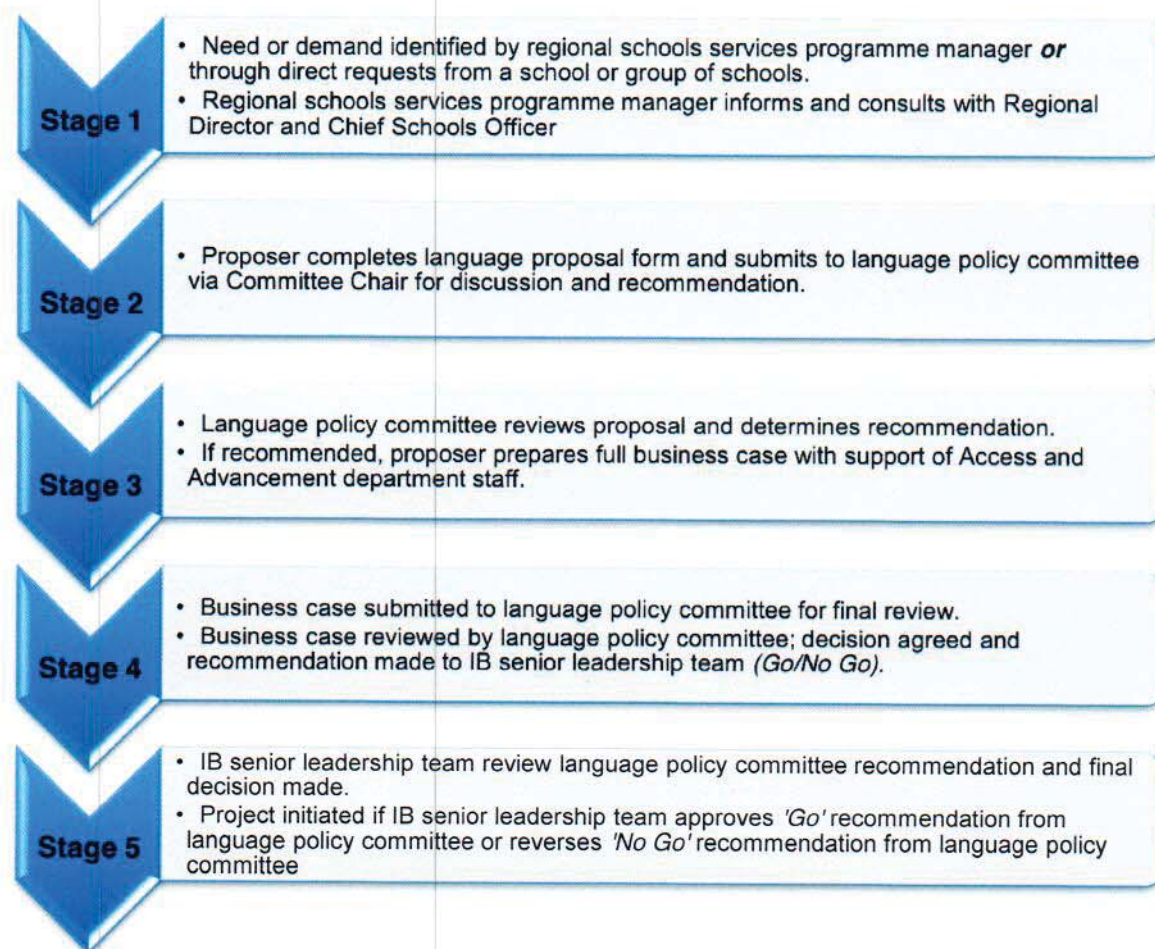
In considering proposals to introduce additional languages and/or additional language courses, or to change the level of support in a particular language, the language policy committee considers a range of **criteria** that include:

- numbers of schools (authorized and candidate) already offering the programme in those languages
- strategic considerations about specific languages in areas targeted for growth and access
- considerations on the quality of teaching and learning and implementation of the programmes
- language diversity
- risks to the organization
- costs, available funding and sustainability.

The language policy committee will consider each case on its own merits and will make a recommendation to the IB's senior leadership team (SLT) for approval. Language policy committee review and SLT approval must precede review by the Access and Advancement Committee who will provide their recommendation to the IB Board for final approval.

Figure 1

Requests and proposals decision-making process



c. Language subjects in the Middle Years and Diploma Programmes

In order to support the teaching of mother tongue languages, the organization will translate subject guides, and in some cases teacher support materials, for languages identified by the MYP and Diploma global teams using criteria that will include:

- numbers of students
- numbers of schools
- perceived and understood linguistic proficiency of teachers.

Languages will be identified by the MYP languages curriculum manager or by the DP languages curriculum or assessment heads in cooperation with the regional programme managers. As with other requests and proposals, a formal, written proposal will be submitted to the language policy committee, which will consider each case on its own merits and will make a recommendation to the SLT. The final decision will be submitted to the programme committees for information.

5. Review of language status

All additional languages and/or language courses will be monitored annually by the Schools division. The division will provide a report to the language policy committee on progress and the extent to which benefits have been achieved and risks mitigated. A full review will take place every three years; earlier if there are significant changes in the original assumptions or circumstances of the proposal submitted.

6. Funding

Costs for the services provided in the organization's languages will be covered by the IB fees, but external funding will be actively sought to cover at least the costs of setting up additional languages and/or language courses and for changes to the level of support provided for an access language.

7. Quality assurance

All materials needed for the provision of services in the languages of the organization (except English, for which different arrangements apply) will be produced following a quality assurance process set by the Language Services department.

Annexes



Annex 1

A. Services provided in level 1 languages

All services and materials needed for the delivery and implementation of the **four programmes** are offered. They include the following:

1. Programmes documents

- IB learner profile
- Guides to programme implementation, including cross-programme and continuum documentation
- Curriculum guides and teacher support material¹
- Standards and practices
- Handbook of procedures for the DP

All curriculum publications are available on the online curriculum centre (OCC) and for sale in the IB store.

2. Assessment

- DP: Internal and external assessment services, including exam¹ papers, mark schemes, all examination material, subject reports¹
- MYP: moderation services, moderation reports
- Material for examiners¹
- Specimen papers and mark schemes¹

3. Services for teachers and coordinators

- Coordinator's handbooks
- Coordinator's notes
- IB Answers
- IBIS
- OCC

¹ See annex 2 for restrictions in the Diploma Programme

4. Authorization and evaluation

- Authorization and evaluation documentation
- Authorization and evaluation support from regional offices, including school visits

5. Professional development

- Workshops (either online or face-to-face)
- Training for workshop leaders
- Web services for workshop leaders

6. Other

- Rules for IB World schools
- Rules for candidate schools
- General regulations
- Representation of working languages on curriculum development meetings
- IB store

7. Communications

- Public web site
- All promotional material created by the communications team
- Official communication and documentation from the IB

B. Services provided in level 2 languages

All services and materials needed for the delivery and implementation of **one or two programmes only** are offered. Services included are as for level 1 languages, with the exception of those under the heading "Communications".

Annex 2

A. Restrictions on the support for the Diploma Programme in levels 1 and 2 languages

A Diploma Programme subject will only be **automatically** offered for assessment in a particular level 1 or Diploma level 2 language if there have been sufficient candidates per year, over a three-year period, entered for the subject in that language to make the assessment offer viable and sustainable. Where a Diploma Programme subject is not currently offered for assessment in a particular level 1 or Diploma level 2 language, no programme publications will be produced for the whole of that curriculum review cycle. However, should circumstances change significantly during a cycle, the IB will consider a review.

Note:

- This does not apply to completely new subjects, offered for the first time by the IB. Curriculum documents for new subjects will be published in level 1 and Diploma level 2 languages.
- This applies to all group 3–6 subjects as well as classical languages in group 2.
- There will always be one subject per group supported in each language; the subject with the highest number of candidates over a three-year period will be the one supported.
- Schools will be advised of any such decisions at least one year before teaching of any revised course begins; any schools that have entered candidates during the three-year period will be contacted directly; the information will also be included in Coordinator's Notes and the Handbook of Procedures, and on the online curriculum centre (OCC).
- At an appropriate point in the next curriculum review cycle schools will again be contacted and consulted, and the decision will be reviewed using feedback from schools.
- Where a subject is no longer being supported with curriculum documentation in a level 1 or Diploma level 2 language, schools may make a special request for students to be registered and assessed in that language. Such special requests should be made through the school's local schools services programme manager.

B. Restrictions on the support for Diploma language subjects examinations

Examination for Group 2 language courses will not automatically be offered in a particular language unless there have been sufficient candidates per year, over a three-year period, entered for the subject in that language to make the assessment offer viable and sustainable. **Special requests** for examination for Group 2 language courses not automatically offered can be made as described in the *Handbook of procedures for the Diploma Programme*.

Annex 3

Policy on languages of instruction for the PYP and the MYP

A school may be authorized to offer the PYP or MYP in a language of instruction other than a working language for the programme provided that:

- The coordinator is bilingual or has proven language support (to be able to communicate easily with the IB in one of the working languages).
- The head of school/pedagogical leader for the section(s) of the school involved in the programme has received at least introductory training (with interpretation if necessary).
- The application received from the school includes a statement explaining how the school proposes to deal with the language issues in terms of support from local authorities, allocated resources, training of teachers and induction of new staff.
- *For the MYP only:* At least one teacher in each of the eight MYP subject groups is proficient in a level 1 language or an MYP level 2 language.
- All training is conducted by IB-approved leaders/trainers.
- The school understands that the training and implementation process will likely take longer, and is closely monitored by the regional office.
- All documents submitted by the school to the IB in support of its application/programme evaluation, as well as all correspondence with the IB are written or translated in a working language for the programme.
- The verification and all visits (including evaluation) are conducted with an interpreter chosen/approved by the IB, at the expense of the school.
- The school is committed to actively supporting its teachers in becoming more proficient in one of the IB's working languages for the programme.

Annex 4

Levels of support for access languages

Access languages are languages in which the organization will provide selected services and documentation. The current list of access languages and their level of support is available on the IB public website at www.ibo.org/mission/languagepolicy/. The services offered in the access language levels include:

Level 3

PYP, MYP and Diploma

- IB learner profile
- Guides to programme implementation
- Cross-programme curriculum and continuum documents
- Programme standards and practices
- Workshops (depending on numbers)

PYP

- **Full** range of curriculum materials

MYP

- **Full** range of subject guides
- Some teacher support materials

No assessment services are offered

Diploma

For agreed subjects:

- Guides, teacher support materials: in most cases, only the general guidelines will be translated
- Relevant sections of Handbook of Procedures
- Exam material, subject reports
- Selected assessment services
- Specimen questions and mark schemes
- Information for examiners, but where possible examiners must be able to understand one of the level 1 or 2 languages

Curriculum publications listed are available on the OCC and may be available for sale.

Level 4

PYP, MYP and Diploma

- IB learner profile
- Guides to programme implementation (for the PYP and MYP) and selected subject guides/curriculum material

Publications listed are available on the OCC, but there are no OCC pages in the language. Publications may be available for sale.

Level 5

- Bilingual glossaries of programme terminology for the MYP and PYP

Glossaries are available in the relevant programme pages in the OCC.

APPENDIX F

- BPCS BOARD APPROVED POLICY HANDBOOK
- HS STUDENT AND FAMILY HANDBOOK
- WTMS STUDENT AND FAMILY HANDBOOK
- SCHOOL WELLNESS POLICY



2016- 2017 POLICY HANDBOOK

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DISCIPLINE POLICY

At Brooklyn Prospect Charter School ("Brooklyn Prospect" or the "School"), expected behaviors are used to give students guidance as they strive to exhibit appropriate behavior. School personnel use these expected behaviors to guide students in what is considered to be safe and responsible behavior. The school has the responsibility to hold all students accountable for exhibiting the expected behaviors and adhering to the code of conduct. The discipline policy is used to reinforce and educate students around the expected behaviors.

Brooklyn Prospect beliefs and values that guide the discipline policy:

1. Building respectful relationships is foundational to a positive school learning environment.
2. Consistent proactive discipline supports a positive learning environment. Faculty, administrators, staff, students and parents have a responsibility to help prevent problems before they arise.
3. Students perform best in a warm, orderly, and consistent classroom.
4. Positive and negative consequences teach students to self-correct inappropriate behaviors and assume responsibility for their actions.
5. Bribery and predetermined rewards undermine the development of an internal sense of responsibility.
6. All students can demonstrate appropriate behavior; therefore, the code of conduct is applied universally. No matter where students go on or around campus, the behavioral expectations are the same.

THE DIGNITY FOR ALL STUDENTS ACT POLICY

Brooklyn Prospect and the Board of Trustees ("Board") are committed to providing a safe and productive learning environment within the charter school. In accordance with New York State's "Dignity for All Students Act" ("DASA") the School is committed to promptly addressing incidents of harassment and/or discrimination of students that impede students' ability to learn. This includes taunting or intimidation in all their myriad forms.

Students' Rights

No student shall be subjected to harassment by employees or students on school property or at a school function. Nor shall any student be subjected to discrimination based on the student's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex, by school employees or students on school property or at a school function.

In addition, Brooklyn Prospect reserves the right to discipline students, consistent with our Discipline Policy, who engage in harassment of students off school property under circumstances where such off-campus conduct 1) affects the educative process; 2) actually endangers the health and safety school students within the educational system; or 3) is reasonably believed to pose a danger to the health and safety of school students within the educational system. This includes written and/or verbal harassment which materially and substantially disrupts the work and discipline of the school and/or which school officials reasonably forecast as being likely to materially and substantially disrupt the work and discipline of the school.

Dignity Act Coordinator

The Executive Director designates a staff member each school year as the Dignity Act Coordinator ("DAC"). The DAC for this School year is social worker (elementary), department head, youth development and school counseling (middle and high). The DAC is trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability,

sexual orientation, gender and sex. The DAC will be accessible to students and other employees for consultation and advice.

Reporting and Investigating

Personnel at all levels are responsible for reporting student harassment of which they have been made aware to their immediate supervisor. Any student who believes that s/he is being subjected to harassment, as well as any other person who has knowledge of or witnesses any possible occurrence of harassment, shall report the harassment to any staff member or to the Executive Director. A staff member who witnesses harassment or who receives a report of harassment shall inform the Executive Director. The Executive Director or their designee shall promptly investigate the complaint and take appropriate action to include, as necessary, referral to the next level of supervisory authority and/or other official designated by the School. Brooklyn Prospect prohibits any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participate in the investigation of allegations of harassment. All complainants and those who participate in the investigation of a complaint in conformity with state law and school policies, who have acted reasonably and in good faith, have the right to be free from retaliation of any kind.

LEVELED DISCIPLINARY INFRACTIONS

Brooklyn Prospect discipline protocols and consequences are designed so that student's are aware of what is expected of them at all times. Brooklyn Prospect will take appropriate disciplinary action when student's actions or inactions violate the School's Discipline Policy or interfere with the delivery of educational services, jeopardize the health, safety, and well-being of any member of the school community, or threaten the integrity and stability of the school itself.

A disciplinary offense may occur while the student is: at school and/or on school grounds; participating in a school-sponsored activity; walking to or from school or a school-sponsored event; walking to or from, waiting for, or riding on school-provided transportation; or walking to or from, waiting for, or riding on public transportation to and from school or a school-sponsored activity conducted off school grounds.

School-related disciplinary offenses may also include misconduct outside the school, such as social media that reasonably could affect the school or learning environment. Administrators will use their professional judgment in determining which disciplinary action(s) will be most effective in dealing with the student's misconduct, taking into account the following factors:

- The student's age and maturity level
- The nature and seriousness of the infraction and the circumstances which led to the infraction;
- The student's previous disciplinary record
- The effectiveness of other forms of discipline
- Information from parents, teachers and/or others, as appropriate
- The student's attitude; and other relevant factors

School related disciplinary offenses are based on the following graduated levels of infractions with the most serious listed first.

Level One- Zero Tolerance Infractions (Handled by an Administrator Only)

Zero-tolerance infractions are those that are immediately and consistently addressed by administrators, including principals and school culture team members, using a consistently applied

process. Zero-tolerance does not refer to immediate suspension, expulsion, or other predetermined consequences.

The six types of zero tolerance infractions are:

- Bullying/Harassment including violations of the DASA policy
- Sexual harassment
- Substance abuse (including possession)
- Firearms and weapons
- Engaging in physically aggressive behavior
- Engaging in threatening, dangerous, or violent behavior that is gang related

Bullying and Harassment

Brooklyn Prospect defines bullying and harassment as a chronic inflicting of physical harm or psychological distress on one or more student(s). This may involve, but is not limited to, teasing, social exclusion, threat, intimidation, physical violence, theft, sexual, religious or racial harassment, public humiliation, or destruction of property. Bullying/harassment can happen in person or online.

- Systematic and chronic refers to behavior that is repeated even if it is not toward the same victim
- Bullying is different from harassment in that bullying involves a power imbalance and harassment is not necessarily one-sided

Bullying is defined as a series of acts or a single negative act (depending on severity) that involve(s) a real or perceived imbalance of power, i.e., where a more powerful (whether real or perceived) group of students, or an individual student engages in harassment of another student or students who is/are less powerful or perceived to be less powerful. Bullying can take many forms, including but not necessarily limited to the following three forms:

1. Physical (including, but not limited to, hitting, kicking, spitting, pushing, and taking personal belongings)
2. Verbal (including, but not limited to, taunting, malicious teasing, name calling, making threats)
3. Psychological (including, but not limited to, spreading rumors; manipulating social relationships; or engaging in social exclusion, extortion, or intimidation)

Cyber-bullying takes many forms, and is defined as online social cruelty or electronic bullying that involves the use of information technology, including e-mail, instant messaging, blogs, chat rooms, pagers, cell phones, and gaming systems, to deliberately harass, threaten or intimidate students. This includes but is not necessarily limited to sending mean, vulgar, or threatening messages or images; posting sensitive, private information about another person (including but not limited to "sexting"); pretending to be someone else in order to make that person look bad; posting pictures online without owner's consent.

Sexual Harassment

Brooklyn Prospect does not tolerate sexual harassment by any of its students, either in school or in cyberspace. Sexual harassment does not refer to occasional compliments or welcomed interactions of a socially acceptable nature.

- 1) Examples of sexual harassment may include, but are not limited to, the following behaviors:
 - a. verbal harassment or abuse of a sexual nature (for example, pressuring someone to date, kiss, or touch in an inappropriate manner)
 - b. subtle or other pressure for sexual activity

- c. repeated remarks to a person with sexual or demeaning implication (for example, referring to a person's body in a sexual way)
- d. displaying, showing, giving or leaving sexually suggestive objects, pictures, illustrations, messages or written materials, in person or online
- e. making sexual or suggestive comments, jokes or gestures
- f. "sexually rating" an individual, for example, on a scale from 1 to 10
- g. harassing someone with whistles, jeers or catcalls
- h. touching, grabbing, brushing up against, or pinching in a manner perceived as sexual
- i. spreading sexual rumors about a person
- j. pulling/removing clothing in a sexual manner
- k. forcing someone to view centerfolds, photographs, posters, sites, drawings, or any images of a sexual nature
- l. blocking another's way in a sexual manner
- m. calling a student a name that identifies his/her sexual orientation: i.e., gay, lesbian, straight, hetero, homo, etc.
- n. spying or photographing someone while dressing or showering, or in any situation of a highly personal nature
- o. requesting sexual favors

Those being bullied or harassed should take the following steps:

- a. Ignore the harasser or clearly tell the harasser to stop.
- b. Walk away whenever the bullying and/or harassment starts.
- c. Immediately report the incident to an adult at the school, such as a teacher, dean, advisor or principal.
- d. With the help of an adult, create a written record of the incident including date, time, witness(es) and parties involved in the incident.
- e. Avoid being alone with the person accused of bullying and/or harassment.

We are committed to working with students who may be targets of bullying and/or harassment, who engage in bullying and/or harassment, or who witness bullying and/or harassment of any kind. Each situation is taken seriously and addressed on an individual basis. A student has the right at any time to raise the issue of sexual harassment to an adult without fear of reprisal. Allegations of bullying and/or harassment are promptly investigated, giving due regard to the need for confidentiality.

If you know of someone who is being bullied and/or harassed, please tell an adult.

Procedures in the Event of Bullying/Harassment

If it is determined that an incident meets the above criteria, the following intervention steps begin. Written statements are collected from the accuser, the accused, and any witnesses at each intervention step. The school may begin at ANY intervention step based on the severity of the infraction.

Intervention 1

- Brooklyn Prospect will...
 - host a meeting between the aggressor and the dean. During the meeting, the dean will explain how the aggressor's actions violate school's policy, making sure to explain what will happen if similar behavior continues. The dean will discuss consequences for retaliation and the aggressor will sign a statement of understanding and reflection.

- communicate with the aggressor's parent, explaining how the aggressor's actions violate the school's policy, making sure to explain what will happen if similar behavior continues.
- place a copy of the Bullying/Harassment Tracking Sheet in the student's discipline file.
- deliver additional consequences such as a loss of privileges, written apology and detention.
- deliver skills instruction, as necessary.

Intervention 2

- Brooklyn Prospect will...
 - host a meeting between the aggressor, a parent, and the head of school culture. During the meeting, the head of school culture will explain how the aggressor's actions violate school's policy, making sure to explain what will happen if similar behavior continues. The head of school culture will discuss consequences for retaliation and the aggressor and parent will sign a statement of understanding and reflection.
 - deliver additional consequences such as a loss of privileges, written apology, detention, or suspension.
 - deliver skills instruction, as necessary.

Intervention 3

- Brooklyn Prospect will...
 - host a meeting between the aggressor, a parent, and the principal. During the meeting, the principal will explain how the aggressor's actions violate school's policy, making sure to explain what will happen if similar behavior continues. The principal will discuss consequences for retaliation and the aggressor and parent will sign a statement of understanding and reflection.
 - deliver additional consequences such as a loss of privileges, written apology, detention, or suspension.
 - deliver skills instruction, as necessary.

Intervention 4:

- Brooklyn Prospect will...
 - host a meeting between the aggressor, a parent, and the principal. During the meeting, the principal will explain how the aggressor's actions violate school's policy. The student may be subject to a short-term, long-term suspension or expulsion depending on the circumstances. Brooklyn Prospect will provide the student with due process (See Procedures for Short-Term Suspension, Long-Term Suspensions and Expulsions).

Substance Abuse

A student found to be using, possessing, selling or giving away alcohol or drugs, having drug paraphernalia, or under the influence of drugs or alcohol will be subject to disciplinary action up to and including expulsion. It is the responsibility of every faculty and staff member to report immediately such activities to the principal, who will initiate the next step in resolving the problem.

Firearms and Weapons

In accordance with the Gun Free Schools Act, firearms and weapons are strictly prohibited in or around school property. Federal and State law require the expulsion from school for a period of not

less than one year of a student who is determined to have brought a firearm to school, or to have possessed a firearm at school, except that the Executive Director may modify such expulsion requirement for a student on a case-by-case basis, if such modification is in writing, in accordance with the Federal Gun-Free Schools Act of 1994 (as amended).

"Weapon," as used in this law means a "firearm," as defined by 18 USC§8921, and includes firearms and explosives. (New York Education Law §3214(3)(d) effectuates this federal law.)

The following are included within this definition:

- Any device, instrument, material, or substance that is used for or is readily capable of causing death or serious bodily injury. Knives with a blade of two and half inches or more in length fall within this definition.
- Any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive.
- The frame or receiver of any weapon described above.
- Any firearm muffler or firearm silencer.
- Any destructible device, which is defined as any explosive, incendiary, or poison gas, such as a bomb, grenade, rocket having a propellant charge of more than four ounces, a missile having an explosive or incendiary charge of more than one-quarter ounce, a mine, or other similar device.
- Any weapon which will, or may readily be converted to, expel a projectile by the action of an explosive or other propellant, and that has any barrel with a bore of more than one-half inch in diameter.
- Any combination of parts either designed or intended for use in converting any device into any destructive device in the two immediately preceding examples, and from which a destructive device may be readily assembled.

The Executive Director shall refer a student under the age of sixteen who has been determined to have brought a weapon or firearm to school to a presentment agency for a juvenile delinquency proceeding consistent with Article 3 of the Family Court Act except a student fourteen or fifteen years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42). The Executive Director shall refer any pupil sixteen years of age or older or a student fourteen or fifteen years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42), who has been determined to have brought a weapon or firearm to school to the appropriate law enforcement officials.

Engaging in Physically Aggressive Behavior

Brooklyn Prospect values the safety of all of its students and employees. Students who engage in physically aggressive behavior towards other students or staff that creates a substantial risk of, or results in a minor injury or greater will be subject to disciplinary action. These behaviors include, but are not limited to, punching, hitting or kicking, taking someone to the ground, wrestling, pulling hair aggressively, or anything other than minor altercations as described in the Level II offenses below.

Engaging in Threatening, Dangerous, or Violent Behavior that is Gang Related

Engaging in threatening, dangerous or violent behavior that is gang related is not tolerated at Brooklyn Prospect. This includes, but is not limited to, threatening someone by telling him/her you are in gang, coming to school with gang affiliated people in a threatening or intimidating way, or engaging in a fight with a group of gang affiliated people.

Consequences for Level 1 Offenses include, but are not limited to:

- Parent Notification

- Detention
- Service in Action
- Referral to Principal
- In-School Suspension or Out-of-School Suspension (short-term)
- Referral to law enforcement agency
- Referral to an unbiased decision making body composed of three senior level Brooklyn Prospect employees, generally principals and directors, who are not based at the student's school, hereinafter "Discipline Committee", with recommendation for long term suspension or expulsion

Level Two- Major Infractions

Level Two infractions include serious acts of misconduct. Examples include, but are not limited to:

- Defying or disobeying the authority or directive of school personnel in a way that substantially disrupts the educational process
- Cutting classes (reporting to school and failing to attend one or more scheduled classes)
- Leaving class or school premises without permission of supervising school personnel
- Violating the Computer Use Policy (e.g., use of the internet for non-educational purposes, security/privacy violations)
- Shoving, pushing, or similar physical confrontational behavior towards students or school personnel (e.g. pushing past faculty or staff)
- Engaging in vandalism, graffiti or other intentional damage to school property or property belonging to staff, students or others
- Taking or knowingly possessing property belonging to another without authorization (e.g. theft)
- Engaging in non-violent or non-threatening behavior that relates to gang affiliations (this includes, but is not limited to, wearing or displaying gang apparel and/or accessories, making gestures or signs, writing graffiti associated with gangs, identifying yourself as a member of a gang, or recruiting or soliciting membership for a gang)
- Engaging in an act of coercion, persuading somebody else to do something via threats or force
- Instigating or inciting violence, injury or harm to another or others
- Breaking the Academic Honesty Policy (*Please refer to BPCS Academic Honesty Policy*)
- Engaging in a pattern of persistent Level 3 behavior in the same school year

Range of Disciplinary Responses for Level 2 Infractions include, but are not limited to:

- Parent notification
- Dean's office referral
- In-School Disciplinary Action (e.g., detention, exclusion from extracurricular activities, or Service in Action)
- In-School Suspension or Out-of-School Suspension (short-term or long-term)
- Referral to the Discipline Committee with recommendation for long-term suspension or expulsion
- Referral to law enforcement agency

Level Three – Minor Infractions

Level three infractions include acts of misconduct that interfere with orderly classroom procedures, school functions, or a student's own learning process. Examples include, but are not limited to:

- Dress code violation
- Excessive tardiness
- Gum chewing
- Failing to be in one's assigned place on school premises

- Falsifying a parent/guardian signature or email
- Using Abusive language/inappropriate language/profanity
- Engaging in insubordination
- Disrespectful and disruptive behavior causing the continuation of the class to be impossible
- Lying to, giving false information to, and/or misleading school personnel

Consequences for Level Three Infractions

Before consequences are given, students will first be supported in learning the skills necessary to enhance a positive school climate and avoid negative behavior. When students fail to abide by the standards set forth by the Brooklyn Prospect Code of Conduct, our response is immediate, appropriate, instructive, and consistent. Consequences fall under three broad categories:

- *Re-teaching* students are reminded of the values that drive our school and their responsibility to uphold those values.
- *Reflections* students will have the opportunity to reflect on their behavior.
- *Consequences* these include, but are not limited to:
 - Parent notification
 - Dean's office referral
 - Service in Action
 - In-school disciplinary action (e.g., detention, exclusion from extracurricular activities, or Service in Action)
 - In-School Suspension or Out-of-School Suspension for an aggregate of Level Three Infractions

DISCIPLINARY MEASURES

Behavior Tracking/Communication

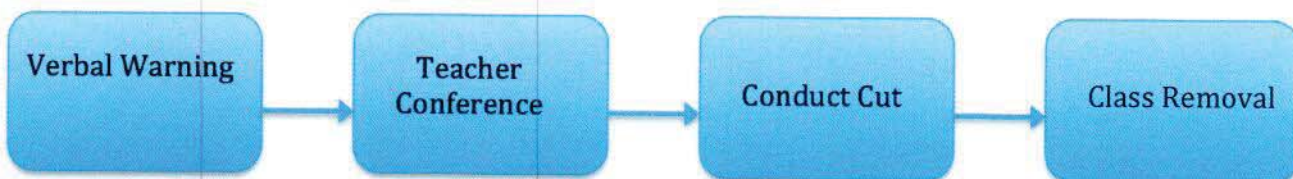
Brooklyn Prospect's school wide system creates a consistent way of tracking and communicating misbehavior. Conduct cuts (MS) and demerits (HS) allow teachers to communicate with the students and parents about student behavior and allows the school culture team to work with advisors and teachers to develop plans for students who need more intervention.

Conduct Cuts Middle School ("MS") and Demerits High School ("HS")

Teachers can track misbehavior by giving students a conduct cut (MS) or demerit (HS). The system is designed to give students the chance to change their behavior and be a positive contributor to the classroom culture.

MS Only – Conduct Cuts

In the Middle School, there is a ladder of consequence teachers follow so students know when they will receive a conduct cut. After attempting whole class redirections, if students are still not responding, teachers enter the ladder of consequences:



- Verbal Warning: a chance for students to re-direct themselves
- Teacher Conference: an opportunity for a quick conversation around the problem behavior with guidance on how the student can change
- Conduct Cut – despite redirections, a warning, and a conference, student is still misbehaving, and so a conduct cut is logged and communicated to parents and the school culture team
- Class Removal – (see below)

HS Only –Demerits

The High School discipline system creates a consistent way of tracking and communicating misbehavior that is developmentally aligned with older adolescents. The system gives teachers the freedom and autonomy to respond to and redirect students in a way that they see fit. If student misbehavior continues to occur, teachers should assign a demerit. When giving a demerit, teachers have the option of assigning a consequence the student must follow. If the student does not follow the consequence, he/she will be assigned a dean's detention for the next Thursday (see below for details).

Detention

High School Detention

There are two main types of school-run detention for the high school. Teachers may implement their own detentions in their classrooms for classroom behavior.

Daily Detention

Assigned for the following reasons every day after school for 30 minutes.

- Disturbing or interrupting another class during instruction
- Arriving to any class 10 minutes late
- Being late to class on any random detention period
- Dean's discretion
- Cutting class

What happens if a student misses detention?

- They are assigned Dean's Detention (see below)

Dean's Detention

Assigned for the following reasons on Thursdays from 3:00-4:30pm:

- Receiving a demerit and failing to comply with teacher's consequence
- Leaving class without permission
- Being removed from class
- Failing to hand over phone if asked by any adult
- Missing daily detention
- Dean's discretion

What happens if a student misses detention?

- Potential suspension

Middle School Detention

Detentions are held regularly after school in the middle school. Detention may be assigned for any of the following reasons:

- Excessive lateness
- Excessive conduct cuts
- Failing to be in one's assigned place on school premises
- School uniform violations
- Cutting class, which includes missing class without permission or arriving to class more than 15 minutes late
- Disturbing or interrupting a class where one does not belong
- Missing mandatory office hours or an assigned detention
- Other incidents at dean's discretion

Behavioral Contract

School staff may design written agreements with students subject to punishment under this policy to identify target behaviors, define expectations, and describe consequences.

Service in Action

A student may be given opportunities through our Service-in-Action Program to "give back" to our school community. This program pairs students with staff members to assist with various tasks around the school. If a student negatively impacts the school community through actions like minor vandalism or disrespect towards another student or teacher, school officials may assign a service in action project to a student either before school, after school, or during recess.

Loss of School Privileges

After notice to the student and parent(s) or guardian(s), a student may be suspended from participation in any or all extracurricular activities. The student and parent(s) or guardian(s) shall be given an opportunity to meet informally with the principal or teacher involved. If possible, the principal or teacher involved shall hold any requested meeting prior to imposing the suspension from participation in extracurricular activities. This also includes exclusion from participating on a sports team, as described in the Brooklyn Prospect Student and Family Handbook.

Suspension

Definitions

For purposes of this Policy:

- "Short term suspension" shall refer to the removal of a student from school for disciplinary reasons for a period of ten or fewer days.
- "Long term suspension" shall refer to the removal of a student from school for disciplinary reasons for a period of more than ten days.
- "Expulsion" shall refer to the permanent removal of a student from school for disciplinary reasons.
- "In-School suspension" shall refer to the temporary removal of a student from the classroom and placement in another area of the school where the student will receive substantially equivalent education.

Short Term Suspension

In addition to the Level Offenses noted above, a student who is determined to have committed any of the infractions listed below shall be subject minimally to a short term suspension, unless the principal determines that an exception should be made based on the circumstances of the incident and the student's disciplinary record. Such a student also may be subject to any of the additional disciplinary measures set forth in this policy, and referrals to law enforcement authorities may be made, as appropriate.

Disciplinary Infractions

- Attempt to assault any student or staff member
- Vandalize school property causing minor damage
- Endanger the physical safety of another by the use of force or threats of force that reasonably places the victim in fear of imminent bodily injury
- Engage in conduct that disrupts school or classroom activity or endangers or threatens to endanger the health, safety, welfare, or morals of others
- Engage in insubordination
- Fail to complete assignments, carry out directions, or comply with disciplinary sanctions.
- Steal, attempt to steal, or possess property known by the student to be stolen.
- Commit extortion
- Engage in gambling
- Drive recklessly on school property
- Trespass on school property
- Abuse school property or equipment
- Use obscene or abusive language or gestures
- Engage in acts of sexual harassment, including but not limited to sexually related physical contact or offensive sexual comments
- Possess tobacco or alcohol
- Wear inappropriate, insufficient, or disruptive clothing or attire, and/or violate the student dress policy
- Refuse to identify himself or herself to school personnel
- Repeatedly commit minor behavioral infractions that, in the aggregate, may be considered an infraction subject to formal disciplinary action
- Fail to adhere to a previously created behavior plan
- Commit any other act which school officials reasonably conclude warrants a short-term suspension, including any of the Level One or Level Two infractions listed above, or an aggregate of Level Three infractions

Procedures and Due Process for Short Term Suspensions

The school principal may impose a short term suspension and shall follow due process procedures consistent with *Goss v. Lopez*, 419 U.S. 565 (1975). Before imposing a short term suspension or other, less serious discipline, the school principal or his/her designee (including the head of school culture or a dean) shall inform the student of the charges against him or her and, if the student denies the charges, an explanation of the evidence against the student. A chance to present the student's version of events shall also be provided.

In the event of the imposition of a short-term suspension, the student will be notified if it is to be served in school or out of school. The school principal also shall immediately notify the parent(s) or guardian(s) in writing that the student has been suspended from school. Written notice shall be provided by personal delivery, express mail delivery, e-mail, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of suspension at the last known address. Where possible, notification also shall be provided by telephone if the school has been provided with a contact

telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident or incidents that resulted in the suspension and shall offer the opportunity for an immediate informal conference with whomever has imposed the suspension. The notification and informal conference shall be in the dominant language used by the parent(s) or guardian(s).

Long Term Suspension

In addition to the Level Offenses that may result in a long-term suspension as detailed above, a student who is determined to have committed any of the infractions listed below shall be subject minimally to a long term suspension, unless the principal determines that an exception should be made based on the circumstances of the incident and the student's disciplinary record. Such student also may be subject to any of the additional disciplinary measures set forth in this policy, and referrals to law enforcement authorities may be made, as appropriate.

Disciplinary Infractions

- Possess, use, attempt to use, or transfer any firearm, knife, razor blade, explosive, mace, tear gas, or other dangerous object of no reasonable use to the student at school. The school has the right to give these consequences for any item it deems a weapon.
- Commit or attempt to commit arson on school property.
- Possess, sell, distribute or use any alcoholic beverage, controlled substance, imitation controlled substance, or marijuana on school property or at school-sponsored events.
- Assault any other student or staff member.
- Intentionally cause physical injury to another person, except when the student's actions are reasonably necessary to protect him/her from injury.
- Vandalize school property causing major damage.
- Commit any act that school officials reasonably conclude warrants a long-term suspension.
- Make false bomb threat or pull a false emergency alarm.

In addition, a student who commits any of the acts which would ordinarily result in a short-term suspension, may instead be subject to a long-term suspension at the discretion of the principal.

Procedures and Due Process for Long Term Suspensions or Expulsions

A long-term suspension refers to the removal of a student from Brooklyn Prospect for disciplinary reasons for a period of more than ten (10) days. Expulsion refers to the permanent removal of a student from Brooklyn Prospect for disciplinary reasons. Expulsion is the final level of correction.

Upon determining that a student's action warrants a possible long-term suspension or expulsion, the following procedure, in compliance with applicable case law, will be followed:

- The student shall immediately be removed from the class or the school, as needed.
- The student shall be informed of the charges and the evidence for those charges; where applicable, the student will have the opportunity to explain his or her side of the events.
- The Executive Director shall immediately notify a parent or guardian of the student, in person or on the phone.
- The Executive Director shall provide written notice to the student and his or her parent(s) or guardian(s) that the school is going to commence a disciplinary hearing. Notice to the student and his/her parents/guardians shall provide a description of the incident or incidents which resulted in the suspension and shall indicate that a formal disciplinary hearing will be held on the matter which may result in a long-term suspension (or expulsion). The notification provided shall be in the dominant language used by the parent(s) or guardian(s) if it is known to be other than English. The notice will state that at the hearing, the student shall have the right to be represented by counsel, present and question witnesses, and present evidence.

- The school will set a date for the hearing. The student and his or her parent(s)/guardian(s) will be notified in writing of the:
 - a) Charges and a description of the circumstances that gave rise to the hearing
 - b) Date, time and place of a hearing
 - c) Notice of the right at the hearing to:
 - Be represented by legal counsel (at the student's/parent's/guardian's own expense)
 - Present evidence and question witnesses
 - Notice that an electronic or written record of the proceedings will be created and made available to all parties.

The school will attempt to reach the family by phone call to discuss the hearing.

- In advance of the hearing, statements and a witness list will be provided to the Student's family/counsel.
- In advance of the hearing, any documents on which the school intends to rely and a witness list will be provided to the Student's family/counsel. If necessary, records will be redacted in accordance with FERPA.

The Discipline Committee or their designee shall serve as a panel of hearing officers and preside over the hearing. The Discipline Committee shall, within four school days of the hearing, issue a written decision to the student, the parent/guardian, and the school's Board of Trustees. If the student and parent(s) or guardian(s) fail to appear at the scheduled hearing, despite appropriate notice the hearing shall take place regardless, and the Discipline Committee shall make a decision based on information at hand.

Appeals and/or Complaints

Appeals are heard by members of the BPCS Board of Trustees upon any of the three following grounds:

1. **Facts are in dispute**, for example, the student did not do what the school is alleging;
2. **Process was inappropriate**, the school faculty or administration did not follow reasonable process and/or the policies and procedures set out by the student handbook. This must be a material breach; and/or
3. **Consequence is not appropriate for the infraction**; the punishment is not in alignment with the discipline policy outlined in the student handbook.

A request for an appeal must be received by the school's board chair within two weeks of the Discipline Committee's written decision. Upon receipt of such a request, an appeal panel comprised of no less than three trustees who were not involved in the hearing will hear the appeal within 30 business days. Each party will have twenty minutes in which to make a statement. The scope of the appeal will be limited to positions and the record established during the hearing. In rendering its decision, the panel may consult the transcript of the hearing and any evidence submitted in connection with it. The panel will provide a written ruling within five school days. For matters alleging a violation of law or of the School's charter agreement, submissions of complaints may be made to the school's authorizer and/or the State Department of Education.

Additional Suspension Periods/Expulsion

In the event of the imposition of a long-term suspension, the principal may also recommend the imposition of an additional suspension period or expulsion of the suspended student, based on the circumstances of the incident and the student's disciplinary record.

If the student and parent(s) or guardian(s) fail to appear at the scheduled hearing, the hearing shall take place regardless, and the Discipline Committee shall make a decision based on information at hand.

Provision of Services During Suspension Period

In accordance with applicable law, Brooklyn Prospect will ensure that alternative educational services are provided to a student who has been suspended to help that student progress in the school's general curriculum.

Alternative instruction shall be sufficient to enable the student to make adequate academic progress, and shall provide them the opportunity to complete the assignments, learn the curriculum and participate in assessments. Instruction will take place in one of the following locations: the student's home, a contracted facility (e.g., in the school district of location), or a suspension room at the school. Instruction will be provided by one or more of the following individuals in consultation with the student's teacher(s): teacher aides or trained volunteers, individuals within a contracted facility, a tutor hired for this purpose.

Suspension Policy for Students in Special Education

Students with disabilities have the same rights and responsibilities as other students, and may be disciplined for the same behavioral offenses. Discipline of a student identified as having a disability, however, will be in accordance with the following:

Students for whom the Individualized Educational Plan ("IEP") includes specific disciplinary guidelines will be disciplined in accordance with those guidelines. If the disciplinary guidelines appear not to be effective or if there is concern for the health and safety of the student or others if those guidelines are followed with respect to a specific infraction, the matter will be immediately referred to the Committee on Special Education ("CSE") of the student's district of residence for consideration of a change in the guidelines. Students with an accommodation plan under Section 504 of the Rehabilitation Act of 1973 will be disciplined in accordance with that plan (29 U.S.C. §§ 794 and 705(20)).

- Students for whom the IEP does not include specific disciplinary guidelines may be disciplined in accordance with standard school policy relating to each infraction. The CSE of the student's district of residence shall be notified immediately of any suspension from classes, and the school shall work with the CSE to arrange appropriate alternate instruction.

If there is any reason to believe that the infraction is a result of the student's disability, the student will immediately be referred to the CSE of the student's district of residence. If a connection is found, no penalty may be imposed, and the school will work with the CSE to consider a possible program modification.

If a student identified as having a disability is suspended during the course of the school year for a total of eight days, such a student will immediately be referred to the CSE of the student's district of residence for reconsideration of the student's educational placement. Such a student shall not be suspended for a total of more than ten days during the school year without the specific involvement of the CSE of the student's district of residence prior to the eleventh day of suspension, because such suspensions are considered to be a change in placement.

In considering the placement of students referred because of disciplinary problems, the CSE of the student's district of residence is expected to follow its ordinary policies with respect to parental notification and involvement.

1. Brooklyn Prospect shall work with the district to ensure that the CSE of the student's district of residence meets within seven school days of notification of any of the following, for the purpose of considering a change in placement for the student involved:
 - a. The commission of an infraction by a student with a disability who has previously been suspended for the maximum allowable number of days.
 - b. The commission of any act resulting from the student's disability.
 - c. The commission of any infraction by a disabled student, regardless of whether the student has previously been suspended during the school year if, had such infraction been committed by a non-disabled student, the principal would seek to impose a suspension in excess of five days.

Disciplinary Procedures for Students Not Yet Formally Identified as Disabled

A student not specifically identified as having a disability but whose school district of residence or charter school has a basis of knowledge (in accordance with 34 CFR §300.527(b)) that a disability exists prior to the behavior which is the subject of the disciplinary action shall be disciplined in accordance with these provisions.

Provision of Services During Removal

For those students removed for a period less than ten days, Brooklyn Prospect shall ensure that each affected student receives all classroom assignments and a schedule to complete such assignments during the time of his or her suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed as a result of such suspension. Brooklyn Prospect also shall provide additional alternative instruction with the reasonable promptness and by appropriate means to assist the student, so that the student is given full opportunity to complete assignments and master the curriculum, including additional instructions, phone assistance, computer instruction and/or home visits and one-on-one tutoring.

During any removal for drug or weapon offenses, services will be provided to the extent necessary to enable the student to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. These service determinations will be made by the CSE of the student's district of residence. Brooklyn Prospect will place students in interim alternative educational settings as appropriate and mandated by 34 CFR §300.520(a)(2).

During any subsequent removal that does constitute a change in placement but where the behavior has been found by the CSE to not be a manifestation of the disability, the services must be provided to the extent necessary to enable the student to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. The CSE of the student's district of residence will make the service determination.

CSE Meetings

Meetings of the CSE of the student's district of residence to either develop a behavioral intervention plan or, if the student has one, to review such plan, are required when: (1) the student is first removed from his or her current placement for more than ten school days in a school year; and (2) when commencing a removal which constitutes a change in placement.

Subsequently, if other removals occur which do not constitute a change in placement, Brooklyn Prospect will work with the CSE of the student's district of residence to review the student's assessment plan and its implementation to determine if modifications are necessary. If one or more members of the CSE of the student's district of residence believe that modifications are needed, then the CSE is expected to meet to modify the plan and/or its implementation.

Due Process

If discipline which would constitute a change in placement is contemplated for any student, the following steps shall be taken: (1) not later than the date on which the decision to take such action is made, the parents of the student with a disability shall be notified of that decision and provided the procedural safeguards notice described in 34 CFR §300.504; and (2) immediately if possible, but in no case later than ten school days after the date on which such decision is made, the CSE of the student's district of residence and other qualified personnel shall meet and review the connection between the student's disability and the behavior subject to the disciplinary action.

If, upon review by the CSE, it is determined that the student's behavior was not a manifestation of his or her disability then the student may be disciplined in the same manner as a student without a disability, except as provided in 34 CFR §300.121(d), which relates to the provision of services to students with disabilities during periods of removal.

Parents may request a hearing to challenge the manifestation determination. Except as provided below, the student will remain in his or her current educational placement pending the determination of the hearing.

If a parent requests a hearing or an appeal regarding a disciplinary action relating to weapons or drugs to challenge the interim alternative educational setting or the manifestation determination, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in the disciplinary action, whichever occurs first, unless the parent and charter school agree otherwise.

SEARCH AND SEIZURE

A student and/or the student's belongings may be searched by a school official if the official has a reasonable suspicion to believe that a search of that student will result in evidence that the student violated the law or a school rule. Items which are prohibited on school property, or which may be used to disrupt or interfere with the educational process, may be removed from the student by school authorities.

Student lockers and desks remain the property of the Brooklyn Prospect, though the school is not responsible for books, clothing, or valuables left in lockers or desks. A student shall not place or keep in a locker or desk any article or material which is of a non-school nature and may cause or tend to cause the disruption of the mission of the school.

The following rules shall apply to the search of school property assigned to a specific student and the seizure of illegal items found therein:

- School authorities will make an individual search of a student's locker, desk, or belongings only when there is reasonable suspicion to believe that a student is in the possession of an item which is prohibited on school property or which may be used to disrupt or interfere with the educational process.
- Searches shall be conducted under the authorization of the executive director or his/her designee, including principals or the head of school culture.
- Items which are prohibited on school property, or which may be used to disrupt or interfere with the educational process, may be removed from student lockers or desks by school authorities.

PERSONAL ELECTRONIC DEVICES POLICY

Please be mindful of the following parameters with personal electronic devices "PED":

- Students may use PEDs in the Commons, before and after the school day commences, to send and receive text messages, listen to music with earplugs, access school approved sites, and send and receive email. High school students may ONLY use these devices in the Commons during their designated lunch period as well.
- Students may use PEDs in the library in conjunction with library rules.
- Use of PEDs in the hallways during the regular school day is prohibited at all times.
- In a classroom, student use of electronic devices is only permitted during a teacher-approved lesson in which electronic devices are integrated into instruction or assessment.
- Students may not use PEDs to bully or harass other students, faculty, or staff in any way, including through social media. Violations of this policy will result in the prescribed consequences outlined in the bullying/harassment section of this handbook.
- Students may not use PEDs to photograph other students or staff members without express permission from a faculty member.

Failure to use PEDs in a positive manner will result in disciplinary consequences.

Consequences

- 1st offense -- Students are asked to put PED away; PED privileges may be lost for the day; PED taken and returned at the end of the day
- 2nd offense and beyond- any of the following infractions
 - loss of PED privileges
 - holding the device until a parent picks it up
 - detention or other in-school consequences

****Note:** If a student misuses his/her PED and refuses to hand it over to an adult who asks him/her for it, it will be treated as defiance and insubordination and further disciplinary consequences will be applied using administrative discretion.

STUDENT INTERNET/COMPUTER USER AGREEMENT

Brooklyn Prospect provides its students with computers, internet access and school accounts to help students improve their learning. These resources are for educational purposes only and the following are examples of appropriate and inappropriate use of school resources, including when at home. The following are guidelines for all students using technology at Brooklyn Prospect. Students will:

1. Use appropriate and respective behavior when working and communicating with others.
2. Use appropriate language when writing or chatting with others in the community.

3. Show respect for all computers and software, which includes not picking keys off the keyboard and not downloading unauthorized apps, games, widgets, etc.
4. Not use the internet to share personal information about himself or herself or anyone else. This includes name, address, phone number, photograph, etc.
5. Not access another student's account. If a student sees that another student is logged into their account, the student will log out that other student.
6. Not look at or use anyone else's work without permission.
7. Not use anything from the computer or internet or send anything over the internet that belongs to someone else without the owner's permission.
8. Keep their own passwords secure.
9. Share the school computers and internet.
10. Understand that anyone can read the messages sent from the computer, and that work stored on the school computer is not private.
11. Understand that from time to time the school computer or internet connection may not be working.
12. Ask for help if unsure how to use any or part of the school computer system
13. Never impersonate someone else or send a message from another student's account.
14. Remember to sign out of email every time that student uses a school computer.
15. Understand that they are responsible for any computer assigned to them.

Any violations of this user agreement may be subject to consequences including receiving a conduct cut/demerit, other school consequences such as detention or service in action, losing account privileges, disqualification of computer/internet/account usage, etc.

Students and families will be held financially responsible and liable for any and all damage and/or destruction of Brooklyn Prospect property caused by or involving their student, including when a computer is assigned to a student.

ACADEMIC HONESTY POLICY

Statement of Philosophy

Brooklyn Prospect's mission is to prepare a diverse student body to have a positive impact on society and a lifelong passion for learning. In an effort to promote our mission through the International Baccalaureate program, and to prepare our students for the expectations of colleges and universities, we must act to maintain the values of academic honesty and integrity.

This policy describes the responsibilities of the students, teachers and administration in upholding academic integrity and promoting scholarship, while at the same time respecting the rights of students. All members of the Brooklyn Prospect community are responsible for acting in accordance with the provisions of this policy. Families and students cement their commitment to this policy by signing the Brooklyn Prospect Academic Honesty [agreement](#) annually.

Responsibilities

Students are responsible for:

- Understanding the types of conduct that are deemed unacceptable and, therefore, are prohibited by this policy.
- Refraining from committing any act of cheating, plagiarizing, facilitating academic dishonesty, abusing academic materials, stealing, or lying.

- Responsible for monitoring their own academic work for plagiarism and academic dishonesty through active use of Turnitin.com, including but not limited to checking their work for plagiarism before submitting work for grading.
- Refraining from acts of intimidation, threats of physical harm, or threats of retribution in an attempt to prevent the testimony of another member of the Brooklyn Prospect community (student or teacher) during an investigation regarding academic honesty.
- Reporting every instance in which the student has a suspicion or knowledge that academic conduct which violates this policy or its spirit has taken place to the faculty member responsible for instruction, or to a member of the Brooklyn Prospect administrative staff.

Teachers are responsible for:

- Developing an instructional environment that reflects a commitment to maintaining and enforcing academic integrity.
- Teaching students the technical skills essential to academic honesty, such as research techniques, which ideas or techniques should be acknowledged, how to cite sources correctly and how to write works cited pages.
- Helping students to develop the social skills essential to academic honesty, such how to collaborate effectively with others and how to give peer feedback.
- Protecting honest students from being taken advantage of by those who behave dishonestly;
- Understanding and implementing the procedures of this policy when handling suspected instances of academic dishonesty.
- Whenever possible, insisting that rough drafts of assessments be submitted to Turnitin.com, prior to submitting the final draft (required for all IB/DP assignments).
- Handling every suspected or confirmed instance of the violation of the provisions of this policy in accordance with the procedures set forth in this document.
- Ensuring that any person accused under the provisions of this document is accorded due process.

BPCS Administrative Staff is responsible for:

- Making academic honesty a school-wide priority.
- Making all members of the school community aware of the provisions of this document.
- Tracking academic honesty violations (Deans).
- Evaluating the effectiveness of the measures taken by teachers to promote academic integrity and making suggestions for improved practice.

Parents are responsible for:

- Teaching their student to assume responsibility for learning;
- Reading and understanding the Academic Honesty Policy;
- Promoting proper student conduct and learning;
- Helping avoid academic dishonesty by questioning their student and/or teacher as to the extent that various sources can be used on an assignment;
- Assisting the school with proper consequences for students found in violation of the Academic Honesty Policy;
- Meeting with school officials to discuss matters related to discipline.

Definitions of Academic Dishonesty

1. Cheating

Definition: Using or attempting to use unauthorized materials, information, notes, study aides or other devices, or obtaining unauthorized assistance from any other source for work submitted as one's own individual efforts in any class, assignment, or examination.

Examples: Examples of cheating include, but are not limited to:

- Copying from another student's paper or test, or receiving assistance from another person during a test, exam, or other assignment in a manner not authorized by the instructor;
- Possessing, buying, selling, removing, receiving, or using at any time or in any manner not previously authorized by the teacher a copy or copies of any test, exam, or other materials intended to be used as an instrument of evaluation in advance of its administration;
- Using material or equipment not authorized by the teacher during a test, exam, or other academic evaluation, such as a calculator, tape recorder, or cell phone;
- Working with another or others on any test, exam, or take home test or exam, computer or laboratory work, or any other assignment when the instructor has required independent or unaided effort;
- Submitting, without prior permission, the same academic work that has been submitted in identical or similar form in another class, or in fulfillment of any other academic requirement at Brooklyn Prospect.

2. Plagiarism

Definition: Representing orally or in writing, in any academic assignment or exercise, the words, ideas or works of another as one's own without customary and proper acknowledgment of the source.

Examples of plagiarism include but are not limited to:

- Submitting material or work for evaluation, in whole or in part, which has been prepared by another individual(s) or commercial services;
- Directly quoting from a source without the customary or proper citation;
- Paraphrasing or summarizing another's work without acknowledging the source.

Teachers may request that written work be submitted electronically so assignments can be evaluated by an internet plagiarism prevention system.

3. Facilitating Academic Dishonesty

Definition: Helping or attempting to help another person commit an act of academic dishonesty.

- Providing assistance to another during a test, exam, or other assignment in a manner not authorized by the instructor;
- Providing specific information about a recently given or future test, exam or other assignment to another student who thereby gains an unfair advantage in an academic evaluation;
- Permitting one's academic work to be represented as the work of another;
- Preparing for sale, barter or loan to another such items as unauthorized papers or notes.

4. Abuse Of Academic Materials

Definition: Destroying, altering or making inaccessible academic resource materials

Examples of abuse of academic materials include, but are not limited to:

- Destroying, altering, or otherwise making unavailable for common use library, computer, or other academic reference materials;
- Destroying, altering, or otherwise making unavailable another's notes, experiments computer programs, or other academic work.

5. Stealing Academic Materials

Definition: Taking, attempting to take, or withholding the property of another thereby permanently or temporarily depriving the owner of its use or possession.

Examples of stealing academic materials include, but are not limited to:

- Unauthorized removal, copying, or use of library materials, examinations, computer programs, or any other academic materials, including obtaining advanced access to an examination through collusion with another;
- Unauthorized taking, copying or using another's academic work, such as papers, computer programs, laboratory experiments, or research results.

6. Lying Related to Academic Matters

Definition: Making any oral or written statement related to academic matters which the individual knows, or should know to be untrue.

Examples of lying include, but are not limited to:

- Making a false statement to any instructor or other Brooklyn Prospect employee in an attempt to gain an advantage or exception;
- Inventing or counterfeiting data, research results, research procedures or other information;
- Citing a false source for referenced material;
- Altering the record of data or experimental procedures or results;
- Altering grade reports, class attendance records, course registration, or other academic records;
- Submitting false excuses for absences;
- Altering a returned test, exam, or other assignment and seeking re-grading without indicating that the returned paper or work had been changed.

Penalties

Elementary and Middle School Penalties:

Any student who is found in violation of the Brooklyn Prospect Academic Honesty Policy will be subject to one or more of the following penalties or actions. In every case, the incident must be documented and submitted to the administration.

1. Brooklyn Prospect Discipline Guidelines

All Academic Honesty violations are considered a Level Two offense. Level Two offenses are offenses that primarily affect only the individual student. Violations of the academic honesty policy result in the consequences outlined below:

First Offense: The student shall receive a zero for the particular assignment, exam, test, or final exam, etc. and the parent will be contacted. The matter is reported to the appropriate Dean for the grade level. At the teacher's discretion, the student may redo the assignment in a supervised session and may be given a grade for his or her new work.

Subsequent Offenses: The student shall receive a zero for the particular assignment, exam, test or final exam etc. Suspension may be imposed for a specific period as specified by the Brooklyn Prospect Discipline policy located in the Brooklyn Prospect Family and Student Handbook, and a parent conference will be held with the teacher. The matter is reported to the appropriate Dean for the grade level. At the teacher's discretion, the student may redo the assignment in a supervised session and may be given a grade for his or her new work.

2. Honor Probation

Honor Probation is a written warning indicating that the individual has been found in violation of the provisions of this document on multiple occasions. Students will be placed on Honor Probation at the discretion of the Head of School Culture in coordination with the Deans of Students. An individual who has been penalized by being placed on Honor Probation and who subsequently is charged with another violation of this document will be required to meet with the administration.

3. Other relevant sanctions

In addition to the penalties described above, other sanctions may be imposed, such as, but not limited to, restitution, additional academic work, or campus or community service projects.

High School Penalties:

Any student who is found in violation of the Brooklyn Prospect Academic Honesty Policy will be subject to one or more of the following penalties or actions. In every case, the incident must be reported and documented for the administration.

1. Brooklyn Prospect Discipline Guidelines

All Academic Honesty violations are considered Level Two offenses. Level Two offenses are offenses that primarily affect only the individual student. Violations of the academic honesty policy result in the consequences outlined below:

First Offense:

For achievement grades, the student shall receive a failing grade (ex: 55-64) for the assignment, exam, test, or final exam, etc., and the parent will be contacted. The student will be given an opportunity to make up the assignment or a portion of the assignment for a grade that is averaged with the failing grade, replaces the failing grade, or earns partial credit, depending upon the weight and nature of the assignment, at the teacher's discretion. Make up work must be completed within a time frame designated by the teacher. Failure to redo the assignment within that timeframe will result in a failing grade. Dean will also be alerted and a letter will be sent home and filed, documenting the first offense. In cases of infractions that take place on IB assignments, the Diploma Program coordinator will also be notified and play an advisory role.

For effort grades, teachers have discretion over the consequence for an academic dishonesty first infraction. In most cases, a student will not receive credit or opportunity to make-up effort assignments that were completed with academic dishonesty.

2nd Offense: (Honor Probation)*

For achievement grades, the student shall receive a failing grade (ex: 55-64) for the particular assignment, exam, test or final exam etc. Limited to no opportunity to make up the assignment will be offered. Parent will be contacted and asked to come in for a conference. Dean will also be alerted and a letter will be sent home and filed, documenting the second offense.

3rd Offense: (Honor Probation)*

For achievement grades, the student will receive a no credit grade (ex: 0-45) for the particular assignment with no opportunity to make it up. A short-term, in-school suspension will be imposed, and a parent conference will be held with the student, advisor and teacher. Dean will also be alerted and a letter will be sent home and filed, documenting the third offense.

*Repeated academic dishonesty infractions for effort assignments: If a student repeatedly completes effort assignments with academic dishonesty, interventions for increased academic support and/or higher level of consequence will be determined by teacher in collaboration with the School Culture and Youth Development department (department head, deans, guidance counselor, etc.).

2. Honor Probation

Honor Probation is a written warning indicating that the individual has been found in violation of the provisions of this document on multiple occasions.. Students will be placed on Honor Probation at the discretion of the Department Head of School Culture and Youth Development in coordination with the Deans of Students. When a student Honor Committee is established in 2016-2017 school year, students will also play a role supporting students with repeated infractions. Other relevant sanctions may be placed against a student on honor probation (below).

3. Other relevant sanctions

In addition to the penalties described above, other sanctions may be imposed, such as, but not limited to, restitution, campus or community service, special projects, and special educational requirements. Depending upon the extent of the offense and student's academic standing, additional work around reading comprehension and analytical writing may be assigned, as well as mandatory office hours.

Plagiarism and the IB

All work which constitutes part of the International Baccalaureate assessment procedures (both external and internal) must have a teacher's signature verifying its authenticity. If a teacher refuses to sign a piece of work, the IB will not grade the work, which will result in the loss of credit for that class. If a student is a diploma candidate, s/he will lose the ability to earn a diploma.

If a student plagiarizes as a first offense on IB DP work, s/he will be given the opportunity to redo the assignment in accordance with this policy. The resubmitted work will be sent to the IB with the teacher's signature. If a student plagiarizes as a second offense, s/he will not be given the opportunity

to redo the assignment, in accordance with this policy. His/her work will not be sent to the IB, resulting in no credit for that course. If the student insists on the work being sent, it will be sent without the teacher's signature to authenticate it.

The final decision to authenticate a piece of work lies with the supervising teacher.

References

Baugh, M. (1997). Even an honor code has its limits. [on-line]. Available: www.nondo.net/links/nandonext/issues/honorscale.html

Mastio, K. (1995). Honor code, expulsion could prevent cheating, academic dishonesty. [on-line]. Available: <http://www.spub.ksu.edu/ISSUES/v099B/SP/n083/opn-lala-Mastio.html>

Pierce, N. (1997). VCU 1997-98 Resource Guide: VCU Honor System. [on-line]. Available: www.vcu.edu

Tech, T. (1992). Editorial- Addressing Cheating Requires More than Just an Honor Code. [on-line]. Available: <http://the-tech.mit.edu/v112/n5/edit.05o.html>

STUDENTS RIGHTS AND RESPONSIBILITIES

Freedom of Expression

Students are entitled to express their personal opinions verbally, in writing, or by symbolic speech. The expression of such opinions, however, shall not interfere with the freedom of others to express themselves, and written expression of opinion must be signed by the author. Any form of expression that involves libel, slander, the use of obscenity, or personal attacks, or that otherwise disrupts the educational process, is prohibited. All forms of expression also must be in compliance with the student disciplinary policy and the school dress code, violations of which are punishable as stated in the disciplinary policy.

Student participation in the publication of school-sponsored student newsletters, yearbooks, literary magazines and similar publications is encouraged as a learning and educational experience. These publications, if any, shall be supervised by qualified faculty advisors and shall strive to meet high standards of journalism. In order to maintain consistency with the school's basic educational mission, school authorities control the content of such publications.

No person shall distribute any printed or written materials on school property without the prior permission of the principal. The school principal may regulate the content of materials to be distributed on school property to the extent necessary to avoid material and substantial interference with the requirements of appropriate discipline in the operation of the school. The principal may also regulate the time, place, manner and duration of such distribution.

Off-campus events

Students at school-sponsored off-campus events shall be governed by all the guidelines of the school and are subject to the authority of school officials. Failure to obey the lawful instructions of school officials shall result in a loss of eligibility to attend school-sponsored off-campus events and may result in additional disciplinary measures in accordance with the student disciplinary policy.

ADMISSIONS SIBLING PREFERENCE POLICY

Brooklyn Prospect gives full sibling preference, space permitting, to any currently enrolled family. If you would like to exercise sibling preference, please inform us in writing (admissions@brooklynprospect.org) prior to April 1 of the anticipated admissions year.

CHILD ABUSE AND NEGLECT POLICY

According to New York State law, all adults in the school building are mandated reporters of suspected child abuse immediately by telephone to the New York Central Registry. A formal written report (Form DSS-2221A) must follow this telephone call to the Student Protective Service office within 48 hours.

COMPLAINT POLICY

Any individual or group may bring a complaint to Brooklyn Prospect's Executive Director alleging a violation of the provisions of Article 56 of the Education law (i.e. the New York State Charter Schools Act), the school's charter, or any other provision of law relating to the management or operation of the charter school.

The complaint shall be presented to the Executive Director in written form, and the Executive Director shall respond to the complaint within 30 days. Every effort will be made to respectfully address the matter to the satisfaction of the individual or group who presented the complaint. The Executive Director, as necessary, shall act or direct another responsible party to act upon the complaint. The Executive Director shall render a determination in writing, as necessary.

If, after presentation of the complaint to the Executive Director and receipt of the Executive Director's response to the complaint, the individual or group determines that the Executive Director did not follow proper procedure for addressing the complaint, he or she may present the complaint to the Brooklyn Prospect's Board of Trustees, either in an open meeting or in written form. The Board shall respond at or prior to the next public meeting of the Board of Trustees (or, if the next public meeting of the Board of Trustees shall take place sooner than the 30th day following the Board's receipt of a written complaint, the Board shall respond to such written complaint within 30 days). The Board shall, as necessary, render a determination in writing and direct the Executive Director or other responsible party to act upon the complaint and report to the Board.

If, after presentation of the complaint to the Board of Trustees, the individual or group determines that the Board has not adequately addressed the complaint, the complainant may present the complaint to the State University Trustees through the Charter Schools Institute, which shall investigate and respond. If, after presentation of the complaint to the Charter Schools Institute, the individual or group determines that the Charter Schools Institute has not adequately addressed the complaint, the complainant may present the case to the Board of Regents, which shall investigate and respond. The Charter Schools Institute and the Board of Regents have the power and the duty to take remedial action as appropriate.

PUBLIC CONDUCT ON SCHOOL PROPERTY

Brooklyn Prospect is committed to providing an orderly, respectful environment that is conducive to

learning. To create and maintain this kind of an environment, it is necessary to regulate public conduct on Brooklyn Prospect property and at school functions. For the purposes of this policy, "public" shall mean all persons when on school property or attending a school function including students, staff, parents and other visitors. All persons on Brooklyn Prospect property or attending a Brooklyn Prospect function shall conduct themselves in a respectful and orderly manner.

No person, either alone or with others, shall:

- intentionally injure any person or threaten to do so.
- intentionally damage or destroy school property or the personal property of a teacher, administrator, other school employee or any person lawfully on school property, including graffiti or arson.
- distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, or obstruct the rights of others.
- disrupt classes, school programs or other school activities.
- intimidate or harass any person
- enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
- obstruct free movement of any person on school property or at school functions
- violate the traffic laws, parking regulations or other restrictions on vehicles.
- violate the prohibition on alcohol, drugs, and other illegal substances.
- violate the prohibition on tobacco and smoking.
- violate the prohibition on weapons, firearms and dangerous objects.
- loiter on school property
- gamble on school property or at school functions.
- refuse to comply with any reasonable order of school officials performing their duties.
- willfully incite others to commit any of the acts prohibited by the Code.
- violate any federal or state statute, local ordinance, or Board policy while on school property or at a school function.

Students who violate this policy shall be subject to penalties contained in the Brooklyn Prospect's Code of Conduct. A visitor's authorization, if any, to remain on school property or at a school function will be withdrawn and they will be directed to leave the premises. If they refuse to leave, they will be subject to ejection. The Executive Director, Principal or his/her designee is responsible for enforcing the conduct required by this section of the Handbook. Brooklyn Prospect reserves the right to restrict visitor access to the building for failure to comply with this policy or school rules. In addition, visitor conduct may be reported to law enforcement at the discretion of school administration.

OPEN MEETINGS POLICY

Board Meetings

Every meeting of the Board shall be open to the general public, except when an executive session is called. Reasonable efforts will be made to ensure meetings are held in barrier-free facilities to allow all persons equal opportunity to attend a meeting. A calendar of regular meetings shall be posted at the school. In addition, notice of all meetings scheduled one week in advance shall be conspicuously posted in one or more designated public locations with the time and place of the meeting and shall be provided to the news media at least 72 hours in advance. Notice of meetings that are scheduled less than one week in advance shall be provided to the news media to the extent practicable and posted in one or more public locations at a reasonable time prior thereto.

Conduct of Executive Sessions

An executive session may be held with a majority vote of the members taken in an opening meeting, identifying the areas of consideration. An executive session may be held for any item below, provided no formal action shall be taken to appropriate public moneys:

1. Matters that will imperil the public safety if disclosed
2. Any matter which may disclose the identity of a law enforcement agent or informer
3. Information relating to current or future investigation or prosecution of a criminal offense that would imperil effective law enforcement if disclosed
4. Discussions regarding proposed, pending or current litigation
5. Collective negotiations pursuant to article fourteen of the civil service law
6. The medical, financial, credit or employment history of a particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal or removal of a particular person or corporation
7. The preparation, grading or administration of examinations
8. The proposed acquisition, sale or lease of real property or the proposed acquisition of securities, or sale or exchange of securities held by the school, but only when publicity would substantially affect the value

Attendance at an executive session shall be permitted only to members of the Board and other persons authorized by the Board.

Minutes

Minutes shall be recorded at all open meetings of the Board, consisting of a summary of all motions, proposals, resolutions and any other matter formally voted upon.

Minutes shall be taken at executive session of any formal action taken consisting of a summary of the final determination and the date and vote thereon. The summary need not include any matter that is not required to be made public by the freedom of information law.

Except for minutes of executive sessions, which shall be available within one week, minutes shall be made available to the public within two weeks of the date of the meeting.

Appeal

A person aggrieved by this policy shall have the right to submit a complaint pursuant to the school's complaint process. If the aggrieved person is still unsatisfied, they may bring an action under Article 78 of New York's Civil Practice Law and Rules.

Exemptions

These policies shall not apply to the following:

- judicial or quasi-judicial proceedings
- any matter made confidential by federal or state law

FAMILY AND EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) ANNUAL NOTICE

FERPA affords parents and students over 18 years of age certain rights with respect to the student's education records. Employees are responsible for abiding by the School's FERPA policy which is noted

below. The Family Educational Rights & Privacy Act of 1974 and implementing regulations ("FERPA") is a Federal law designed to protect the privacy of a student's education records.

Brooklyn Prospect recognizes the need to safeguard the confidentiality of personally identifiable information regarding its eligible, thought to be eligible, and protected handicapped students (if not protected by the Individuals with Disabilities Education Act ("IDEA") in accordance with FERPA as well as the IDEA and its implementing regulations.

Education records are records that are directly related to the student, including computer media and videotape, which are maintained by an educational agency or by a party acting for the agency. "Educational agency", for purposes of this notice, means the School. For all students, the educational agency maintains education records that include but are not limited to:

- a) Personally identifiable information ("PII") is confidential information that includes, but is not limited to, the students' name, name of parents and other family members, the address of the student or student's family, and personal information or personal characteristics which would make the student's identity easily traceable.
- b) Directory information is information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to, the student's name, address, telephone number, electronic mail address, photograph, date and place of birth, major field of study, grade level, enrollment status (e.g., undergraduate or graduate, full-time or part-time), participation in officially recognized activities and sports, sports activity sheets showing weight and height of members of athletic teams, dates of attendance, degrees, honor roll, recognition lists, awards received, and the most recent previous educational agency or institution attended.

FERPA affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. "Parent(s)" for purposes of this notice means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent in the absence of a parent or guardian. They are: Parents have the right to inspect and review a child's education record. Brooklyn Prospect will comply with a request to inspect and review education records without unnecessary delay and before any meeting regarding an Individualized Education Plan "IEP" or any due process hearing, but in no case more than forty five (45) days after the request has been made.

Requests should be submitted in writing, indicating the records the parents wish to inspect, to the Deputy Executive Director. Parents have the right to a response from Brooklyn Prospect to reasonable requests for explanations and interpretations of the records. Parents have the right to request copies of the records. While Brooklyn Prospect cannot charge a fee to search for or to retrieve information, it may charge a copying fee as long as it does not effectively prevent the parents from exercising their right to inspect and review the records. Parents have the right to appoint a representative to inspect and review their child's records. Brooklyn Prospect must receive a signed, dated and written consent from a parent that specifically states a representative may inspect and review their child's records. Such release must be sent to the Deputy Executive Director or designee and must specify the records that may be disclosed, the purpose of the disclosure and the party or class of parties to whom the disclosure may be made and the time period that the release is in effect. If any education record contains information on more than one child, parents have the right only to inspect and review the information relating to their child.

If parents think information in an education record is inaccurate, misleading or violates the privacy or other rights of their child, they may request amendment of the record. Requests should be in writing and clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. Brooklyn Prospect will decide whether to amend the record and will notify the parents in writing of its decision.

If Brooklyn Prospect refuses to amend a record, it will notify the parents of their right to a hearing to challenge the disputed information. Additional information regarding the hearing procedures will be provided to the parents or eligible student when notified of the right to a hearing.

Brooklyn Prospect will provide, upon request, a listing of the types and locations of education records maintained, the school official responsible for these records, and the personnel authorized to see personally identifiable information. Such personnel receive training and instruction regarding confidentiality. Brooklyn Prospect keeps a record of parties obtaining access to education records, including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

Parents have the right to consent or refuse to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. FERPA permits the disclosure of PII from student's education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations.

"Consent" means: the parent (s) have been fully informed regarding the activity requiring consent, in their native language or other mode of communication; they understand and agree in writing to the activity; and they understand that consent is voluntary and maybe revoked at any time, information may be disclosed without consent to school officials with legitimate educational interests. A school official is a person employed by the school, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); state agency representative, person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Directory information may be released without parent consent. Parents have the right to refuse to let an agency designate any or all of the above information as directory information. Parents are required to submit written notification to Penny Marzulli, Deputy Executive Director by September 30th or within two weeks after enrolling at Brooklyn Prospect if later than September 30th, if they do not want the school to release Directory information.

Parents have a right to file a complaint with the U.S. Department of Education concerning alleged failures by Brooklyn Prospect to comply with the requirements of FERPA. Complaints may be filed with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4605.

Parents are also encouraged to contact the Deputy Executive Director to discuss any concerns regarding FERPA.

FREEDOM OF INFORMATION LAW (FOIL) POLICY

This policy sets forth procedures that are designed to enable Brooklyn Prospect Charter School to comply with the New York State Freedom of Information Law ("FOIL"). The school's rules and regulations regarding how the public may obtain records are set forth on Annex III to this policy.

Requests for Public Access to Records

Requests for public information must be in writing and submitted (by mail or email) to the school's Records Access Officer who shall be designated by the School Principal. The Records Access Officer will respond to all requests within five business days. The response will be in writing and will indicate either (a) that the request is being granted or denied, or (b) an approximate anticipated date when the request will be granted or denied, which shall be reasonable under the circumstances of the request.

Denial of Access to Records

If the person requesting information is denied access to a record, he or she may, within 30 days, appeal such denial to the School Principal or his or her designee. Upon timely receipt of such an appeal, the school will, within 10 business days of the receipt of the appeal, fully explain, in writing, the reasons for further denial or provide access to the record(s) sought. The school also will forward a copy of the appeal, as well as its ultimate determination, to the New York State Committee on Open Government.

In the event an appeal for records is denied, the person requesting the information may bring a proceeding for review of such denial in pursuant to Article 78 of the Civil Practice Law and Rules.

The school may deny access to requested records or portions thereof for one or more of the following grounds:

- The records are specifically exempted from disclosure by state or federal statute.
- Such access would constitute an unwarranted invasion of personal privacy.
- The records, if disclosed, would impair present or imminent contract awards or collective bargaining negotiations.
- The records are trade secrets or are submitted to the school by a commercial enterprise or derived from information obtained from a commercial enterprise and which if disclosed would cause substantial injury to the competitive position of such enterprise.
- The records are compiled for law enforcement purposes and which, if disclosed, would interfere with law enforcement investigations or judicial proceedings, deprive a person of a right to a fair trial or impartial adjudication, identify a confidential source or disclose confidential information relating to a criminal investigation or reveal criminal investigative techniques or procedures, except routine techniques and procedures.
- The records, if disclosed, would endanger the life or safety of any person.
- The records are inter-agency or intra-agency materials that are not statistical or factual tabulations of data, instructions to staff that affect the public, or a final policy or external audits.
- The records constitute examination questions or answers which are requested prior to the final administration of such questions.
- Disclosure of the records would jeopardize the school's capacity to guarantee the security of its information technology assets, such assets encompassing both electronic information systems and infrastructures.
- The records are photographs, microphotographs, videotape or other recorded images prepared under authority of section eleven hundred eleven-a of the vehicle and traffic law.

Required Records

Brooklyn Prospect shall maintain the following records and information:

- A record setting forth the name, public office address, title and salary of every officer or employee of the education corporation
- A reasonably detailed current list, by subject matter, of all records in the Education Corporation's custody or possession

Fees

Brooklyn Prospect may charge a copying fee of \$.25 per photocopy not in excess of nine inches by fourteen inches or the actual cost of reproducing any other record.

Location

Records shall be available for public inspection and copying at:

Brooklyn Prospect Charter School
3002 Fort Hamilton Parkway
Brooklyn, New York 11218

Hours for Public Inspection

Requests for public access to records shall be accepted and records produced during all hours regularly open for business. These hours are: 8:00am to 4:00pm

Public Notice

A notice containing the title or name and business address of the Records Access Officer and appeals person or body and the location where records can be seen or copies shall be posted in a conspicuous location wherever records are kept and/or published in a local newspaper of general circulation.

Severability

If any provision of this policy or the application thereof to any person or circumstances is adjudged invalid by a court of competent jurisdiction, such judgment shall not affect or impair the validity of the other provisions of these regulations or the application thereof to other persons and circumstances.

**Public Access to Records of
Brooklyn Prospect Charter School
Rules and Regulations**

Purpose and Scope

The people's right to know the process of government decision-making and the documents and statistics leading to determinations is basic to our society. Access to such information should not be thwarted by shrouding it with the cloak of secrecy of confidentiality.

These regulations provide information concerning the procedures by which records may be obtained. Personnel shall furnish to the public the information and records required by the Freedom of Information Law, as well as records otherwise available by law.

Any conflicts among laws governing public access to records shall be construed in favor of the widest possible availability of public records.

Designation of Records Access Officer

The School Principal is responsible for insuring compliance with the regulations herein, and designates the following person as records access officer:

Penny Marzulli
Deputy Executive Director
Brooklyn Prospect Charter School
3002 Fort Hamilton Parkway
Brooklyn, New York 11218
(347) 889-7041

The records access officer is responsible for insuring appropriate school response to public requests for access to records. The designation of a records access officer shall not be construed to prohibit officials who have in the past been authorized to make records or information available to the public from continuing to do so.

The records access officer shall insure that school personnel:

- (1) Maintain an up-to-date subject matter list.
- (2) Assist persons seeking records to identify the records sought, if necessary, and when appropriate, indicate the manner in which the records are filed, retrieved or generated to assist persons in reasonably describing records.
- (3) Contact persons seeking records when a request is voluminous or when locating the records involves substantial effort, so that personnel may ascertain the nature of records of primary interest and attempt to reasonably reduce the volume of records requested.
- (4) Upon locating the records, take one of the following actions:

(i) Make records available for inspection; or,

(ii) Deny access to the records in whole or in part and explain in writing the reasons therefor.

(5) Upon request for copies of records:

(i) Make a copy available upon payment or offer to pay established fees, if any; or,

(ii) Permit the requester to copy those records.

(6) Upon request, certify that a record is a true copy ; and

(7) Upon failure to locate records, certify that:

(i) Brooklyn Prospect Charter School is not the custodian for such records, or

(ii) The records of which Brooklyn Prospect Charter School is a custodian cannot be found after diligent search.

Location

Records shall be available for public inspection and copying at:

Brooklyn Prospect Charter School- Downtown Elementary
80 Willoughby Street
Brooklyn, New York 11201

Brooklyn Prospect Charter School- Clinton Hill Middle
300 Willoughby Avenue
Brooklyn, New York 11205

Brooklyn Prospect Charter School- Windsor Terrace Middle
3002 Fort Hamilton Parkway
Brooklyn, New York 11218

Brooklyn Prospect Charter School- Windsor Terrace High
3002 Fort Hamilton Parkway
Brooklyn, New York 11218

Hours for Public Inspection

Requests for public access to records shall be accepted and records produced during all hours regularly open for business. These hours are 8am to 4pm.

Requests for Public Access to Records

A written request (by mail or email) may be required, but oral requests may be accepted when records are readily available. If records are maintained on the internet, the requester shall be informed that the records are accessible via the internet and in printed form either on paper or other information storage medium.

A response shall be given within five business days of receipt of a request by:

(1) informing a person requesting records that the request or portion of the request does not reasonably describe the records sought, including direction, to the extent possible, that would enable that person to request records reasonably described;

(2) granting or denying access to records in whole or in part;

(3) acknowledging the receipt of a request in writing, including an approximate date when the request will be granted or denied in whole or in part, which shall be reasonable under the circumstances of the request and shall not be more than twenty business days after the date of the acknowledgment, or if it is known that circumstances prevent disclosure within twenty business days from the date of such acknowledgment, providing a statement in writing indicating the reason for inability to grant the request within that time and a date certain, within a reasonable period under the circumstances of the request, when the request will be granted in whole or in part; or

(4) if the receipt of request was acknowledged in writing and included an approximate date when the request would be granted in whole or in part within twenty business days of such acknowledgment, but circumstances prevent disclosure within that time, providing a statement in writing within twenty business days of such acknowledgment specifying the reason for the inability to do so and a date certain, within a reasonable period under the circumstances of the request, when the request will be granted in whole or in part.

In determining a reasonable time for granting or denying a request under the circumstances of a request, personnel shall consider the volume of a request, the ease or difficulty in locating, retrieving or generating records, the complexity of the request, the need to review records to determine the extent to which they must be disclosed, the number of requests received by the school, and similar factors that bear on the ability to grant access to records promptly and within a reasonable time.

A failure to comply with the time limitations described herein shall constitute a denial of a request that may be appealed. Such failure shall include situations in which an officer or employee:

(1) fails to grant access to the records sought, deny access in writing or acknowledge the receipt of a request within five business days of the receipt of a request;

(2) acknowledges the receipt of a request within five business days but fails to furnish an approximate date when the request will be granted or denied in whole or in part;

(3) furnishes an acknowledgment of the receipt of a request within five business days with an approximate date for granting or denying access in whole or in part that is unreasonable under the circumstances of the request;

(4) fails to respond to a request within a reasonable time after the approximate date given or within twenty business days after the date of the acknowledgment of the receipt of a request;

(5) determines to grant a request in whole or in part within twenty business days of the acknowledgment of the receipt of a request, but fails to do so, unless the school provides the reason for its inability to do so in writing and a date certain within which the request will be granted in whole or in part;

(6) does not grant a request in whole or in part within twenty business days of the acknowledgment of the receipt of a request and fails to provide the reason in writing explaining the inability to do so and a date certain by which the request will be granted in whole or in part; or

(7) responds to a request, stating that more than twenty business days is needed to grant or deny the request in whole or in part and provides a date certain within which that will be accomplished, but such date is unreasonable under the circumstances of the request.

Subject Matter List

The records access officer shall maintain a reasonably detailed current list by subject matter of all records in its possession, whether or not records are available pursuant to subdivision two of Section eighty-seven of the Public Officers Law.

The subject matter list shall be sufficiently detailed to permit identification of the category of the record sought.

The subject matter list shall be updated annually. The most recent update shall appear on the first page of the subject matter list.

Denial of Access to Records

Denial of access to records shall be in writing stating the reason therefor and advising the requester of the right to appeal to the individual established to determine appeals, who shall be identified by name, title, business address and business phone number.

If requested records are not provided promptly, as required by these regulations, such failure shall also be deemed a denial of access.

The following person shall determine appeals regarding denial of access to records under the Freedom of Information Law:

Kelly Richardson
Director of Operations
Brooklyn Prospect Charter School
3002 Fort Hamilton Parkway
Brooklyn, New York 11218
(347) 889-7041

Any person denied access to records may appeal within thirty days of a denial. The time for deciding an appeal by the individual designated to determine appeals shall commence upon receipt of a written appeal identifying:

- (1) the date and location of requests for records;
- (2) a description, to the extent possible, of the records that were denied; and
- (3) the name and return address of the person denied access.

A failure to determine an appeal within ten business days of its receipt by granting access to the records sought or fully explaining the reasons for further denial in writing shall constitute a denial of the appeal.

The person designated to determine appeals shall transmit to the Committee on Open Government copies of all appeals upon receipt of appeals. Such copies shall be addressed to:

Committee on Open Government
Department of State
One Commerce Plaza
99 Washington Avenue, Suite 650
Albany, NY 12231

The person designated to determine appeals shall inform the appellant and the Committee on Open Government of its determination in writing within ten business days of receipt of an appeal. The determination shall be transmitted to the Committee on Open Government in the same manner as set forth above.

Fees

There shall be no fee charged for inspection of records, search for records or any certification pursuant to these rules and regulations.

Fees for copies may be charged, provided that the fee for copying records shall not exceed \$.25 per page for photocopies not exceeding 9 by 14 inches. The fee for photocopies of records in excess of 9 x 14 inches shall not exceed the actual cost of reproduction. Brooklyn Prospect has the authority to redact portions of a paper record and does so prior to disclosure of the record by making a photocopy from which the proper redactions are made.

The fee that the school may charge for a copy of any other record is based on the actual cost of reproduction and may include only the following:

- (1) an amount equal to the hourly salary attributed to the lowest paid employee who has the necessary skill required to prepare a copy of the requested record, but only when more than two hours of the employee's time is necessary to do so; and
- (2) the actual cost of the storage devices or media provided to the person making the request in complying with such request; or
- (3) the actual cost to the school of engaging an outside professional service to prepare a copy of a record, but only when the school's information technology equipment is inadequate to prepare a copy, and if such service is used to prepare the copy.

When the school has the ability to retrieve or extract a record or data maintained in a computer storage system with reasonable effort, or when doing so requires less employee time than engaging in manual retrieval or redactions from non-electronic records, the school shall be required to retrieve or extract such record or data electronically. In such case, the school may charge a fee in accordance with paragraphs (1) and (2) above.

The school shall inform a person requesting a record of the estimated cost of preparing a copy of the record if more than two hours of a school employee's time is needed, or if it is necessary to retain an outside professional service to prepare a copy of the record.

The school may require that the fee for copying or reproducing a record be paid in advance of the preparation of such copy. The school may waive a fee in whole or in part when making copies of records available.

Public Notice

A notice, in the form attached hereto as Attachment A, containing the title or name and business address of the records access officers and appeals person or body and the location where records can be seen or copies obtained shall be posted in a conspicuous location wherever records are kept and/or published in a local newspaper of general circulation.

Severability

If any provision of these regulations or the application thereof to any person or circumstances is adjudged invalid by a court of competent jurisdiction, such judgment shall not affect or impair the validity of the other provisions of these regulations or the application thereof to other persons and circumstances.

PUBLIC NOTICE

YOU HAVE A RIGHT TO SEE PUBLIC RECORDS

The amended Freedom of Information Law, which took effect on January 1, 1978, gives you the right of access to many public records.

Brooklyn Prospect Charter School has adopted regulations governing when, where, and how you can see public records.

The regulations can be seen at all places where records are kept. According to these regulations, records can be seen and copied at:

Brooklyn Prospect Charter School- Downtown Elementary
80 Willoughby Street
Brooklyn, New York 11201

Brooklyn Prospect Charter School- Clinton Hill Middle
300 Willoughby Avenue
Brooklyn, New York 11205

Brooklyn Prospect Charter School- Windsor Terrace Middle
3002 Fort Hamilton Parkway
Brooklyn, New York 11218

Brooklyn Prospect Charter School- Windsor Terrace High
3002 Fort Hamilton Parkway
Brooklyn, New York 11218

The following officials will help you to exercise your right to access:

1. School officials who have in the past been authorized to make records available
2. Records Access Officer(s)

Penny Marzulli
Deputy Executive Director
Brooklyn Prospect Charter School
3002 Fort Hamilton Parkway
Brooklyn, New York 11218
(347) 889-7041

If you are denied access to a record, you may appeal to the following person:

Kelly Richardson
Director of Operations
Brooklyn Prospect Charter School
3002 Fort Hamilton Parkway
Brooklyn, New York 11218
(347) 889-7041



**High School
Student Policy Guide
2016-2017**

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VISION FOR SCHOOL CULTURE

- Diversity is valued and discussed throughout the high school program. Interactions are positive and reflect an understanding of the growth mindset. All members of the high school work together to enact this vision in our community.
- Students tackling challenging academic tasks is at the heart of the inquiry that occurs in class. The supportive presence of adults provides opportunities for students to manage freedoms and make decisions that prepare them for college and post-secondary life. Students take ownership of the learning process and know how to manage their own behavior so that they can take lessons beyond BPCS.
- Our discipline system is educational and values relationships and restoration. Rules and consequences exist to protect a rigorous learning environment where students are able to maximize class time, take risks and demonstrate mutual respect, engagement, and professionalism.

This student policy guide is an abridged version of our Family Handbook and Policies Handbook, both living documents. See both on the school website for a more thorough description of all our policies and the most current version.

EXPECTED BEHAVIORS

Be Engaged

- Class begins and ends at the bell: be ready with supplies and homework complete
- Take pride in your work: read all directions, begin on your own, participate in class and ask for help
- Trust your teacher – he/she wants what's best for you – listen when he/she asks you to do something
- Learn from others; actively listen to them with positive body language

Be Professional

- School is your job: speak and dress properly
- Be on time and get work in on time
- Be honest and take ownership of actions - if you make a mistake, admit it
- There's a time and place – if you want to discuss grades or an incident that happened in class, speak to teachers after class. Arguing during class takes away from the learning of others.

Respect our Space

- Many students and adults share this space – be leaders and respect it!
 - Clean up after yourselves (and help others if the opportunity arises)
 - Keep noise volume minimal

- o Protect school property from vandalism

DEMERITS

Students who fail to follow classroom norms and expectations can expect a teacher response based on the type of behavior. Students should expect teachers to respond in a variety of ways to help get you back on track and support the learning environment.

Class Infractions
(class disruptions, property misuse, low-level misuse of language, physical contact, etc)

Teacher & student develop expectations & norms for classroom

Student goes against class norms despite teacher redirections

Teacher issues a demerit, which may include a consequence

Student fails to follow through with consequence

Student assigned a dean's detention (Thurs 3:00-4:30)

Student misses dean's detention

Potential Suspension

More Serious Infractions

(major class disruptions, abusive language, extreme defiance, harassment, continued class disruption, aggressive physical contact, etc.)

Teacher & student develop expectations & norms for classroom

Student would have received 2nd demerit
Or
Student commits a major infraction

Student sent to Dean's Office

Both happen

Conference with teacher before returning to class

Student assigned dean's detention (Thurs 3:00-4:30)

Student misses dean's detention

Potential Suspension

CLASS REMOVALS

You may be removed from class or activities for:

- Committing a major behavior infraction such as cursing at a student or teacher, becoming violent, being defiant, greatly disrupting the education of others, etc.
- Continuing to misbehave after receiving a demerit.

If you are removed, you will go to the dean's office where you will:

1. Complete statement form
2. Contact parent/guardian and tell him/her you will be serving a 90-minute Dean's detention
3. Complete school assignments

SUSPENSIONS

How you May Get Suspended

- Level 1 infraction:
 - Sexual harassment
 - Bullying/harassment (including anything online)
 - Substance abuse
 - Weapons
 - Using physically aggressive behavior towards other students or staff, which could lead to harm
 - Engaging in threatening, dangerous, or violent behavior that is gang related
- Level 2 infractions, including, but not limited to:
 - Shoving, pushing, or engaging in minor altercations towards students or school personnel

- Inciting physical altercations or harassment
- Engaging in gang-related behavior (wearing or displaying apparel, or making gestures or signs)
- Stealing
- Vandalism
- Using profane or disrespectful language/gestures towards any adults or students
- Academic Dishonesty
- Leaving the building without permission
- Cutting class
- Violating the computer use policy
- Accumulation of Level 3 infractions, including but not limited to:
 - Disrupting classroom learning
 - Failing to follow through with school consequences, including detention
 - Abusive language
 - Excessive tardiness
 - Lying to or misleading school personnel
 - Falsifying a parent signature or email

Types of Suspensions

- In School Suspension
 - Attend school for the regular schedule, but complete your work in an alternative location.
- Out of School Suspension
 - Alternative instruction available for 2 hours a day
 - Complete work at home
 - Recorded on permanent school record

Important Notes

- Suspensions may escalate with chronic suspensions: they become longer and ultimately lead to a recommendation for expulsion.
- Students may not participate in any after-school activity if they are suspended that day.

BULLYING/HARASSMENT POLICY

Brooklyn Prospect Charter School defines bullying and harassment as a chronic inflicting of physical harm or psychological distress on one or more students. This may be in person or through any electronic means (text messages, social media, snap chat, etc.) and involves, but is not limited to:

- Teasing and name calling
- Social exclusion
- Threats or intimidation
- Physical violence
- Theft or destruction of property
- Sexual, religious or racial harassment
- Public humiliation
- Sharing or posting information or pictures online without consent

Systematic and chronic refers to behavior that is repeated even if it is not toward the same person. Bullying is different from harassment in that bullying involves a power imbalance and harassment is not necessarily one-sided.

If bullying is reported, or you see it, please notify the deans immediately. If it is determined that an incident meets the above criteria for bullying or harassment, the school follows strict steps with escalating consequences, including a recommendation for expulsion.

DETENTIONS

Daily Detention

- Disturbing or interrupting another class during instruction
- Arriving to any class 10 minutes late
- Being late to class on any random detention period
- Dean's discretion
- Cutting class
- When: after school the same day for 30 minutes
- If you miss: assigned dean's detention

Dean's Detention

- Receiving a demerit and failing to comply with teacher's consequence
- Leaving class without permission
- Being removed from class
- Failing to hand over phone if asked by any adult
- Missing daily detention
- Dean's discretion
- When: Thursday – 3:00-4:30
- If you miss: potential suspension

SERVICE IN ACTION

When we make mistakes, we sometimes negatively impact our school community. In order to make up for that, you have the opportunity through our Service-in-Action Program to “give back” to our school community. This program pairs students with staff members to assist with various tasks around the school. You can make a positive difference.

LUNCHTIME EXPECTATIONS

Out to Lunch Privileges

- Weekly - you will lose your out to lunch privilege if you:
 - Are late to class (including 1st period, advisory, study hall, etc.) 4 or more times the previous week.
 - Arrive back from out to lunch late.
- Deans may revoke a student’s out to lunch privilege at their discretion, including for bringing outside food to students who cannot go out to lunch.
- If you are failing classes, you may be placed on special plans where you lose your out to lunch privileges for a set period of time.

Expectations in the building:

During lunch you can go to:

- The Commons
- The library
- The lockers the first and last 5 minutes of lunch
- Off-site if you have earned it

Students cannot hang out or wander in the hallways, stairs, or near their lockers during lunch.

Commons Expectations:

- Music should only be played with headphones. Wireless speakers are not allowed.
- Clean up after yourselves!

**Students may not order delivery to the school, either inside or outside the building.

CELL PHONE POLICY

This year we are continuing to increase student engagement through rigorous, inquiry-driven academic tasks so that all students are able to access the most challenging work given to them now, in college, and beyond. This objective will be supported by the elimination of any distractions created by electronic devices.

If you have your phones or other electronic devices out in the hallway or in the classroom, you must give them in to any adult who requests it, either right away or after at most one warning:

- The deans will hold the phone until the end of the day
- Refusing to give over your phone will lead to a dean's detention
- Repeated instances might lead to the deans' holding your phone until a guardian picks it up

- You are allowed to use personal devices such as phones, tablets, and I-Pods in the Commons during breakfast and lunch.
- If you need to use a phone in an emergency, go to the HS office where you can use the office phone.

Bring Your Own Device – 11th & 12th Graders

- You may use your device in the classrooms, the gym, the Commons, outdoors, and in the Library, but not in the lobby, hallway, or bathrooms.
- You should have your device with you every day so you can keep up with your schoolwork.
- Cell phones do not count as devices.

LOCKERS

Hallway lockers

- Lockers are the property of the school and can be searched by school officials at any time and without notification.

Locker Room lockers

- All students must have a lock in order to use the lockers in the locker rooms.
- Locks must be removed each day. Any locks left on overnight may be clipped.

DRESS CODE

We want to look professional and respectful at all times:

- Pants, shorts, skirts and skorts must be worn at the waist; they must be of a length appropriate to a learning environment (at the discretion of deans/administrators).
- Shirt straps must be a minimum of two inches wide.
- No skin or undergarments may be exposed through cropped, torn or ripped, or transparent clothing (e.g. no exposed midriffs).
- No clothing or jewelry may be worn with suggestive or questionable language or drawings. Some examples of this include, but are not limited to the following: graffiti, gang related symbols, racial, ethnic, and/or sexual slogans or innuendos, tobacco products, pictures or language about alcohol, violence, weapons, drugs, language that is blatantly disrespectful of others' beliefs, or images deemed offensive or not in good taste.

Students referred to the Deans' office for dress code violations will be asked to change into appropriate clothing or cover the offensive clothing or message. A repeated violation in dress code policy may result in parent/student meeting and/or disciplinary action in accordance with school

HALLWAYS/PASSES

Maximizing instructional time in class is a major focus of our vision this year. Due to that we are going to increase our presence in the hallways to help you get to class on time.

- If you are late to any class, you need a pass before you enter.

- You can get a pass from any of the staff members doing hallway sweeps or from the deans.
- You should always have a pass when in the hallway during class.
- You need a pass to go to the bathroom, drink water, go to the dean, see the nurse, etc.

FOOD AND DRINK

The following rules apply for food and drink in the building:

- No glass bottles are allowed in the building.
- Food is only allowed in the Commons.
- Water or other drinks are allowed in classrooms at the teacher's discretion.

Gum chewing is not allowed anywhere in the building.

BUILDING HOURS/EXPECTATIONS

The school building will be open school days from 7:45am-5:00pm with the following guidelines:

- You are expected to act respectfully and appropriately with all adults, including IHM members or participants in the after school program.
- Respect our shared space; be mindful of your volume and keep the space clean.
- Loitering in stairwells, unsupervised classrooms, or above the 2nd floor is not allowed.
- Food and drink is only consumed in the Commons
- If an organized group needs any space, they have priority.

- Students should be with an adult if they are to be in the building after 5:00pm. If not, they will be asked to leave.
- Students not meeting building expectations may be asked to leave the building and possibly lose open campus privileges.
- On Wednesdays and Thursdays, students must leave the building at dismissal, unless they are with an adult.

ACADEMIC HONESTY

Integrity in everything we do is very important, including the assignments that we submit for grades. You will receive failing grades on assignments and face further consequences including detention or suspension if you cheat, plagiarize, help someone else cheat, abuse academic materials, steal academic materials, or lie regarding academic matters.

Please see the Policies Handbook for a complete report on our academic honesty policy.

ATHLETICS

Student athletes are students first. Students are expected to remain in good academic and behavioral standing in order to participate in teams' athletic opportunities. The requirements will depend on when in the season the sports is and grades that are available at the time.



Brooklyn Prospect

Charter School

2016-2017

Middle School
STUDENT AND FAMILY
HANDBOOK

Windsor Terrace Location
3002 Fort Hamilton Parkway
Brooklyn, New York 11218
P.347.889.7041

www.brooklynprospect.org

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Mission Statement

Brooklyn Prospect Charter School is a K-12 college preparatory community where excellent teachers prepare a diverse student body to have a positive impact on society and a lifelong passion for learning.

Our Core Values Are:

Curiosity

Develop sound judgment and intellect by asking questions confidently and thinking critically

Respect

Value others by taking a local and global perspective and appreciating differences

Persistence

Grow and learn by solving problems with determination, creativity and tenacity

Passion

Succeed by approaching challenges with excitement, enthusiasm and self-assurance

Welcome Message from Principal Michael

Middle school is a time of great discovery and transition. Students enter sixth grade at the apex of their childhood years and move on from eighth grade deep in adolescence. Brooklyn Prospect Middle School is a supportive and trusting learning environment from which our students matriculate into high school with the intrinsic motivation needed to achieve their personal best and the knowledge, skill and habits of thinking that support academic success.

Because we understand that our students' adult lives are directly influenced by their experiences during these teenage years, the Brooklyn Prospect Middle School program is designed to facilitate opportunities that nurture in students a strong desire to persist in challenges and explore new possibilities. Brooklyn Prospect middle school students grow toward academic independence and self-reliance through a carefully orchestrated program that challenges and supports each student individually. Fundamental to our program is fostering in each of our students the confidence that he or she is capable of continued learning and intellectual growth.

How does a student learn to organize his/her backpack, take notes, prepare to complete homework and class projects - skills vital to academic success in high school and beyond? From day one, our advisory curriculum and highly structured school routines place an enormous emphasis on learning organizational skills. And our small school environment and student-centered approach to teaching helps our faculty to carefully adapt to middle school students' broad spectrum of social, emotional and physical needs.

Vital to their becoming true global citizens, our wonderfully diverse community is a rich training ground for understanding others. Here, we establish the caring and respectful relationships that foster and develop positive personal characteristics such as honesty, respect and an appreciation of the differences in one another. We don't just talk about collaboration; we live it.

I look forward to partnering with you as together we help your middle school student realize the unique richness of what Brooklyn Prospect has to offer.

Sincerely,

Carolyn Michael
Middle School Principal

Parent Teacher Student Organization (PTSO)

To provide the best possible education for our students, Brooklyn Prospect Charter School ("BPCS") depends on a strong partnership with, and involvement from, parents/guardians ("parent"). There is a parent teacher student organization ("PTSO") governing body on each school campus, and all parents of Brooklyn Prospect students are automatically members of the PTSO. Annually the PTSO elects a leadership team called "Officers," one of whom serves on the Brooklyn Prospect Charter School Board of Trustees. The school administration meets regularly with the organization.

GOALS:

To develop a sound organization leading to:

- All families in our school community feeling welcome & engaged at BPCS
- Clear and direct communications between families and the school
- An active volunteer organization
- An annual fundraising plan that supports our student programs and school facility needs
- Strong reciprocal relationships between school, family and the larger community

PTSO meetings held on each school campus are a good way to provide all parents in the Brooklyn Prospect community with access to school administrators and faculty in a timely and effective manner that is open and welcoming to all families. Meetings are generally held in the evenings on a monthly or bi-monthly basis. Times and dates may vary by campus, so please consult the school website calendar for up-to-date times and information (www.brooklynprospect.org). These meetings provide parents the opportunity to gain a deeper understanding of the school, its mission and how parents can best partner with the school for the ultimate success of the students

Charter School Funding is an important issue for charter school families. While BPCS, a public school, receives per pupil funding from the state, because we are a charter school, we receive significantly less public support than do traditional district schools. In fact, on average, charter schools receive over \$1,400 less per pupil than traditional district schools*. We urge our families to learn more about charter school funding in New York State and to contact local and state representatives urging them to visit our school and vote for continued equalizing funding for our public school students..

Fundraising for the school is a vital and important role of the PTSO. We hope all parents will participate either formally or informally in annual fundraising. There are many ways to participate, including volunteering time, providing gifts-in-kind and making donations. All are important to the success of our school, and parent participation sends a strong message to outside funders.

The Parent/Teacher/Administrator partnership is a very important component of each student's success. At Brooklyn Prospect we encourage parents to reach out directly to the school as needed. The student's advisor is the first point of contact for families. The school administration welcomes meetings with families once the teacher or advisor has been approached.

Volunteers are welcome partners in our school. If you are interested in volunteering at BPCS, please contact your PTSO officers by email – wtptso@brooklynprospect.org. Some examples of how volunteers may assist include: events, publications, fundraisers, and as guest speakers on careers and special interests.

Please consider the following guidelines when it comes to volunteering at Brooklyn Prospect:

- Keep anything you hear about students and/or families confidential unless it poses danger to a student. In such cases, please inform a member of the faculty or administration.
- When chaperoning, if a student is reluctant to follow directions, please immediately refer the problem to a faculty member or administrator.
- Avoid gossiping or sharing impressions of students and families with other members of the Brooklyn Prospect community.

** <http://www.nyccharterschools.org/blog/charter-schools-remain-underfunded-new-report>*

Attendance and Lateness

School attendance is compulsory. Parents have the responsibility to ensure that their student attends classes daily and on time, unless circumstances beyond their control prohibit attendance at school.

If a student will be absent from school, a parent should notify the school as early as possible on the day of the absence. Earlier, written permission is both welcomed and encouraged. If a student is absent and a parent has not notified the school of the absence, the school will make every effort to contact the parents on the day of the absence. Parents should ensure that accurate contact information is on file at the school by notifying the school of any changes in address, phone numbers and emergency contact numbers.

Reporting an Absence

Parents must contact the MS Program Office either the day of the absence by 9am, or, if possible, prior to the absence by:

- **Calling:** 347-889-7041, ext. 1079 or ext. 1025
- **Email message:** wmscoordinator@brooklynprospect.org

PLEASE COMMUNICATE:

1. ***STUDENT'S FULL NAME***
2. ***GRADE***
3. ***REASON FOR THE ABSENCE***

Excused Absences

Students should request make-up work from their teachers for all excused absences within three days of the absence to receive full credit. The school will determine whether an absence is excused for purposes of making up classroom work and examinations. Examples of excused absences include:

- Illness or medical appointment (chronic absences due to illness may require a doctor's note).
- Death in the student's immediate family
- Family emergency
- Observance of an established religious holiday*
- Required court appearance
- School business

*Please note that absences due to observance of an established religious holiday do not negatively impact eligibility for perfect attendance awards.

Unexcused Absences

Teachers are not obligated to provide make-up work or accept missed assignments for a grade when an absence is unexcused. At their discretion, they may do so.

Cutting and Tardiness

Chronic tardiness to class and/or cutting classes, which includes absence or lateness of more than 15 minutes from individual classes, will result in disciplinary action and the school contacting the parents. Missing more than 15 minutes of a class counts as an absence from that class.

Chronic Tardiness and Absenteeism

Attendance is essential to learning. Students who are chronically absent are less connected to the school community, experience a fragmented curriculum and have higher levels of academic failure. Chronic absenteeism is defined as missing 10% or more of official school days. Chronic lateness is defined as being late 10% or more of official school days. Chronic absenteeism and chronic tardiness can lead to the student being retained in his or her grade, even if the student has passed his or her classes.

When a student accumulates five (5) absences from any class or arrives late to school more than five (5) days during a quarterly marking period, a member of the school staff will meet with the student and communicate with the parent or guardian to identify potential remedies. If the student's attendance continues to worsen despite these interventions, the guidance counselor will create an Attendance Action Plan with the student and the parent. The guidance counselor will also hold regular meetings with the student to support the action plan.

Early Sign-out Procedures

Early dismissal for students may be arranged by phone, hand-written note, email or in person. Please include the date and time, a daytime phone number for confirmation and relevant details of the dismissal procedure (for example: student may be dismissed on his or her own or will be picked up by a parent or designee). Emails or phone calls should be directed to the Program Coordinator at wtmscoordinator@brooklynprospect.org 347-889-7041, ext. 1079 or 1025.

Signed hand written notes and in-person requests should be directed to the Middle School Office during morning arrival if possible. No matter how the early dismissal is communicated to the school, students leaving early must come to the MS Office to receive an early dismissal note that they will present to their classroom teacher. They will then sign out in the reception area, turn in the early dismissal note and leave campus immediately after signing out. **It is the student's responsibility to be aware of his/her dismissal time and come to the reception area at the appropriate time.**

Steps:

- Parents call the Program Coordinator at 347-889-7041, ext. 1079 or 1025, email wtmscoordinator@brooklynprospect.org or present a hand-written, signed note to the Middle School Office (third floor) in the morning.
- The student should come to the Middle School Office to get an early dismissal note, which will be presented to the classroom teacher at the early dismissal time noted.
- The student will sign out at the Front Office, handing in their early dismissal note at that time.

Late Sign-in Procedures

Any student arriving for class after his/her scheduled time should report directly to the Front Office (reception) for a late pass.

It is the student's responsibility to:

1. Print his/her name in the late sign-in book at the Front Office
2. Bring the office pass s/he receives to class and hand to teacher.

*All names in the late sign-in book are used to verify school-wide attendance. If the student does not write his or her name in the late sign in book, he or she will be marked absent.

An after-school 30 minute detention will be assigned for the following reasons related to lateness:

- Arrival to school after 9:00 am,
- Accumulation of 5 total latenesses in a week to any class period,
- Cutting class, which includes missing class without permission or arriving to class more than 15 minutes late.

Arrival and Dismissal**Arrival Procedure**

Students should enter through the Brooklyn Prospect Charter School main entrance, located on 3002 Fort Hamilton Parkway in between E 2nd and E 3rd Streets.

Arrival Times

- **6th grade:** 8:15AM (students must be in their advisory seat by 8:15 AM each day or they will be marked late)
- **7th/8th grade:** 8:45AM (students must be in their homeroom seat by 8:45 AM each day or they will be marked late.)

Breakfast will be served in the Commons (cafeteria) from 7:45am until 8:35am. All students must be in their seats promptly when classes begin. As students enter the school building, they should proceed directly to the Commons. Students are then dismissed from the Commons to their homeroom. We ask that parents not accompany a student to the cafeteria or to his or her

classroom unless prior arrangements have been made with the teacher. Any student who arrives more than 15 minutes late to class without an approved note will be considered having missed class for attendance purposes.

Dismissal Procedure

Students exit from the side on East 2nd street.

| Monday, Tuesday and Friday | Wednesday and Thursday |
|----------------------------|------------------------|
| Dismissal at 3:45 PM | Dismissal at 2:40 PM |

All students must be off campus no later than 4:05pm on Monday, Tuesday & Friday and 3:00 pm on Wednesday & Thursday, unless they are participating in the All Access After-School Program. For the safety of each student and general security of the school community, loitering around Brooklyn Prospect is not permitted. Once dismissed, all students should exit through the doors leading to East 2nd Street and should proceed immediately to their destination.

At dismissal, students should walk calmly through our neighborhood. Students should not run, yell or otherwise cause a disturbance for our Windsor Terrace neighbors. Any student whose behavior does not reflect well on the Brooklyn Prospect community at dismissal will be referred to the Deans and may be asked to complete Service in Action to restore the relationship with the community.

To ensure the safety and well being of each student, parents are asked in the sixth grade to fill out dismissal instructions stating whether or not the child can be dismissed on his or her own or must be dismissed to a parent or caregiver. Please inform your student's advisor in writing of any short or long-term change that occurs to your student's previously submitted dismissal routine. **Unless families communicate other arrangements, all seventh and eighth graders will be dismissed on their own.** If you are delayed in picking up your student, please call the front office. Students not picked up on time will wait to be picked up at the Front Office (reception area). In such situations, the person picking up the child must report to the Front Office in person to pick up the student.

All Access After-School

The BPCS After-School Program offers Brooklyn Prospect students both educational enrichment and recreational activities. In addition, students visit parks, cultural institutions, events and/or performances.

Program Participation Requirements

Each student must have a completed and updated Enrollment Form on file with BPCS before s/he becomes active in the program. Each club will have an established maximum capacity. If a program is full, students will have the opportunity to participate in alternative activities.

Program Schedule

Academics

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------------------------------|---------------------------------------|-------------------------------------|---------------------------------------|---------------------------------------|
| 3:05 - 3:45 PM Advisory/Study Hall | 3:05 - 3:45 PM Advisory/Study Hall | 3:05 - 3:45 PM Optional Tutorial | 2:05 - 2:45 PM Advisory/Study Hall | 3:05 - 3:45 PM Advisory/Study Hall |



Optional Middle School Club Schedule

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| 3:45 - 4:00 PM Snack | 3:45 - 4:00 PM Snack | 3:45 - 4:00 PM Snack | 2:45 - 3:00 PM Snack | 3:45 - 4:00 PM Snack |
| 4:00 - 6:00 PM Clubs & Activities | 4:00 - 6:00 PM Clubs & Activities | 4:00 - 6:00 PM Clubs & Activities | 3:00 - 5:00 PM Clubs & Activities | 4:00 - 6:00 PM Clubs & Activities |

** Students will be automatically enrolled into Advisory/Study Hall and have the option to participate in After-School clubs*



PLANNED ACTIVITIES INCLUDE:

Basketball, soccer, dance, arts & crafts, parkour, filmmaking, baseball, homework help and much more!

Sample Club Options

- *Sports & Games:* Soccer, Basketball, Parkour, Martial Arts & Chess
- *Education Enrichment:* Mathletes, National Junior Honors Society, Robotics & Student Council
- *Arts:* Dance, Band, Theatre, Glee & Graphic Design

After-School Program Emergencies, Drills, and Evacuations

In accordance with state and city regulations, the Brooklyn Prospect After-School Program will participate in regularly scheduled fire and evacuation drills.

In the case of a fire or other emergency that requires an evacuation, our evacuation site is:

Immaculate Heart of Mary Parish
2805 Fort Hamilton Parkway
Brooklyn, NY 11218

After-School Program Illness

In the case of an urgent medical situation, 911 will be contacted.

If a student becomes ill, the student should inform a club leader that s/he is not feeling well. If the club leader determines that the student is too ill to remain in the class, parents/guardians will be called, and the student will be dismissed to report home in accordance with the dismissal instructions from the parents/guardians.

Students may be immediately sent home if any of the following symptoms are exhibited:

1. Vomiting or diarrhea
2. Fever
3. Sore/red throat
4. Red, watery eyes
5. Rash
6. Earache, drainage from ear

Parents must arrange for their student to be picked up immediately if the student is being sent home. Your student may return to the program once the child has been free of a fever for 24 hours, the symptoms have dissipated, or once a medical doctor has cleared him or her to return to school.

After-School Program Attendance Policy

Regular attendance is expected for all participants. If you anticipate your child being repeatedly absent for any reason, please email wtmsafterschool@brooklynprospect.org. All students who participate in the after-school program must sign in daily. Students must attend school during the school day in order to participate in the After-School Program.

End of After-School Program Pick-up

Students will be dismissed by class and will exit through the Brooklyn Prospect Charter School main entrance, located on 3002 Fort Hamilton Parkway in between E 2nd and E 3rd Streets. If a student is allowed to be dismissed on his/her own, please indicate so in your enrollment form. Students will be dismissed to report home in accordance with dismissal instructions located on the Enrollment Form.

If a student cannot be dismissed on his/her own, designated adults are required to sign each participant out on the attendance sheet. Staff may ask for a picture I.D. if they are unfamiliar with an authorized adult signing a participant out.

After-School Early Dismissal

Early dismissal for students may be arranged by phone, hand-written note, email or in person. Please include the date and time, a daytime phone number for confirmation and relevant details of the dismissal procedure (for example: independent or being picked up by a parent or designee). Emails should be directed to WTMSafterschool@brooklynprospect.org. Phone calls and hand-written notes should be directed to the After-School Program Assistant.

All students leaving early must sign out in the reception area and must leave the campus immediately after signing out.

After-School Program Expected Behaviors

The expected behaviors of the After-School Program are fully aligned with the behaviors expected during the school day. These expected behaviors are used to give students guidance as they strive to exhibit appropriate behavior. School personnel will use these behaviors to guide students in what is considered to be safe and responsible behavior and will contact families if students violate the after-school program's expected behaviors.

Curriculum and Services

Curriculum Structure

In order to plan and support student learning most successfully, the curriculum at Brooklyn Prospect Middle School is built around two pillars: The Common Core Curriculum State Standards and the International Baccalaureate Middle Years Program framework.

The Common Core Curriculum State Standards

New York State (NYS), joining states across the nation, has recently adopted a new, more rigorous set of standards to guide schools' curriculum. These standards, known as Common Core standards, attempt to provide teachers with a picture of what your student needs to learn each year in order to graduate from high school ready to succeed in college and career. The new Common Core aligned ELA and Math state tests, given in grades 3-8 are designed to measure student mastery of the Common Core standards.

International Baccalaureate (IB)

The International Baccalaureate is broken into three programs for students in various educational stages: The Primary Years Program ("PYP"), Middle Years Program ("MYP") and Diploma Program ("DP"). As an IB World School, Brooklyn Prospect is committed to providing students with high quality, challenging international education.

Holistic learning. The MYP emphasizes holistic learning that explicitly reveals the links between the disciplines. The MYP presents knowledge as an integrated whole and encourages interdisciplinary awareness. All MYP subjects provide a curricular framework with delineated aims and objectives, which teachers use to provide both formative and summative student feedback. Teachers design their curricula to help students fulfill those objectives while also meeting the New York State Standards.

Communication skills. The program also emphasizes the acquisition of both written and oral communication skills, fundamentals to learning that support inquiry and understanding and promote student reflection and expression. Students in the MYP also develop communication skills in a second language.

Intercultural awareness. Finally, the MYP provides students with opportunities to explore multiple dimensions of global challenges and encourages them to develop creative solutions. It is concerned with developing students' skills, knowledge and attitudes as they learn about their own and others' social and national cultures. Through the Global Contexts – Identities and relationships, Orientation in time and space, Personal and cultural expression, Scientific and technical innovation, Globalization and sustainability and Fairness and development – the MYP encourages teachers to design units around important global issues and ideas including climate change, international conflict and international exchange and trade.

Students with Disabilities

The Brooklyn Prospect Student Support Services department (“SSS”) supervises, coordinates, and monitors school-wide special education services and documents. SSS is committed to providing students with disabilities the services that maximize student participation in the general education classroom. To accomplish this, we are assisted by the district with the identification, evaluation and placement of eligible students in the least restrictive environment. The Department of Education also provides related services as mandated in a student’s individualized educational plan (“IEP”).

At BPCS every child is a learner with strengths to be leveraged and growth areas to be supported. Led by the Student Support Service department, BPCS faculty and staff collaboratively designs and implements supports that leverage the strengths of our students with documented learning differences. BPCS believes that with high quality instruction, and individualized special education support, every student that stays with us through high school can graduate with a Regents’ diploma, and participate in rigorous International Baccalaureate (IB) coursework.

Individualized Education Plans (IEPs)

If your student has an IEP or you believe your student would benefit from being evaluated for an IEP, please notify the Student Support Services Coordinator, Melissa Garstecki, at mgarstecki@brooklynprospect.org.

Accommodation Under Section 504 of the Rehabilitation Act of 1973 (“504 Forms”)

If your student has a 504 plan, please notify the Student Support Services Coordinator, Melissa Garstecki, at mgarstecki@brooklynprospect.org two weeks prior to the start of school. 504 forms must be renewed annually by December 1st, though it is far preferable for 504 renewals to be made prior to the start of the school year.

Our Special Education Programs

While we are committed to meeting the needs of all students, at BPCS we offer three major programs of support in the middle school:

- **Integrated Co-Teaching (ICT)**: Subject area teachers and learning specialists are paired in all four core subjects everyday. They work to make sure that all students receive an individually rigorous education by balancing the general education grade level curriculum with the contents of student IEPs.

- **Special Education Teacher Support Services (SETSS):** A streamlined version of our ICT program, this program sees students working with learning specialists for a smaller portion of their day. At the middle school level a student in the SETSS program is enrolled in at least two co-taught classes each day.
- **Office Hours with Learning Specialists:** In addition to the school day supports provided in the programs above, BPCS also offers all middle school students with documented learning differences the chance to meet with highly qualified learning specialists before or after school nearly every day of the week.

Office Hours and Tutorial

Seventh and eighth grade teachers at Brooklyn Prospect offer office hours 2-3 times per week. These sessions are open to all students who want additional help or challenge. At times, students may be mandated to attend office hours. A complete matrix detailing which office hours are offered when is available on the middle school Classroom Pages on the brooklynprospect.org website.

Seventh and eighth graders also have the opportunity to participate in tutorial during their study hall period. Tutorials are assigned on an as needed basis.

Because sixth graders have the support of daily advisory, their teachers do not offer regular after school office hours in most cases. However, students are welcome to reach out to their teachers to make an appointment to meet for extra support. Tutorial is also offered for sixth graders for Math, ELA and Science during the study hall period.

Advisory

The Brooklyn Prospect advisory program pairs individual adult members of the Brooklyn Prospect Community with small groups of 8-15 students. The goal of the advisory program is to help each student reach his or her fullest potential. To do this, advisory is built around two main objectives. The first objective is to provide opportunities to develop socially and emotionally as part of a supportive small group. The second objective is to provide opportunities to develop and strengthen cognitive and learning skills – to learn how to learn. To achieve these objectives, advisory combines activities, discussions and reflections to help students develop open minds, persistence in learning, caring attitudes towards the world and people around them and the ability to reflect and think critically about themselves and their world. The advisory curriculum is geared to develop students' interpersonal, intrapersonal and organizational skills, provide students the opportunity for career exploration and help students succeed as individual members of our global community.

Major Goals:

Provide opportunities for students to establish supportive connections with other members of the Brooklyn Prospect community:

Advisees will:

- have a strong and consistent relationship with the advisor and the peer group,
- have easy and regular access to academic advice from an advisor who actively monitors the advisee's progress,
- engage regularly in goal-setting and self-assessment,
- develop study and organizational skills that will support academic success,
- work towards developing their interests and passions,
- work with advisory curriculum which strengthens their skills,
- learn to advocate for themselves and deal effectively with adults.

Advisors will:

- get to know advisees as students and as individuals,
- be the first point of contact for families when questions arise about the program or the student's experience and needs,
- provide oversight of and coaching around academic goals and major projects,
- help advisees see the connection between success in school and options for the future.

Desired Outcomes:

Advisory activities strive to produce students who...

Open-Minded

- Explore, understand and appreciate their own cultures and personal histories, and be open to the perspectives, values and traditions of other individuals and communities.

- Become accustomed to seeking and evaluating varying points of view and demonstrate a willingness to grow from the experience.

Persistent (Display Growth Mindset)

- Display attitudes towards their schoolwork that demonstrate an understanding of the school's belief that every student's academic success is dependent upon his/her own hard work and that the brain is a muscle that grows with use.

Caring

- Can identify the harmful effects of bullying and treat others respectfully.
- Teach each other how to be good friends.

Reflective

- Set high and realistic goals for themselves, identify potential obstacles to achieving these goals, and periodically reflect on their progress toward reaching them.
- Take deliberate steps and use effective strategies to organize their academic and personal lives.
- Area able to describe their most effective learning environment, their predominant learning style, and their study habits.

Critical Thinkers

- Ask questions and seek out answers from multiple types of sources.

Organized

- Use an agenda book to keep track of short term and long-term assignments.
- Use notebooks and folders effectively.
- Keep locker or other spaces such as class folders/notebooks to maximize efficiency.
- Keep backpack free of unnecessary items and organized to maximize efficiency.

Advisory activities strive to produce students who are able to...

Collaborate

- Demonstrate ability to work effectively and respectfully with diverse teams.
- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.
- Assume shared responsibility for collaborative work and value the individual contributions made by each team member.

Communicate

- Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts.
- Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions.
- Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade).

- Utilize multiple media and technologies and know how to judge their effectiveness as well as assess their impact.
- Communicate effectively in diverse environments.

| | |
|---------------------------|--|
| Group Size | 8-15 students |
| Group Organization | Grade specific, mixed gender |
| Time Length | 6 th grade: 30 minutes daily 7 th and 8 th grade: 40 minutes, 2-3 times per week |

Scheduling a Conference

If a parent or guardian wishes to have a conference to discuss the student's academic achievement and/or behavior, a good first step is to schedule a meeting through the student's advisor. Advisors can be contacted by email using the convention first initial followed by last name at brooklynprospect.org. A full list of faculty and staff can be found on our website at www.brooklynprospect.org. Parents may also email other teachers directly at any time.

Grading

As an International Baccalaureate (IB) school, BPCS utilizes assessment and promotion policies in alignment with the best practices of the greater IB community while meeting our specific needs as a New York public school.

BPCS students receive one grade per course and that grade is communicated via a report card at the end of each semester. Elements that make up the overall grade can be divided into two categories: **Achievement** and **Effort**.

| Achievement (70% of overall grade) | Effort (30% of overall grade) |
|---|---|
| <p><i>Achievement grades reflect mastery of course content. These grades are often calculated using Middle Years Program (MYP) rubrics specific to the subject area and may include assignments such as:</i></p> <ul style="list-style-type: none"> • Tests • Quizzes • Exams • IB Assignments • Large Projects • Final Draft Essays • Lab Reports • Summative Presentations • Demonstrations of Proficiency | <p><i>Effort grades provide feedback on how a student is performing in aspects of the class that support the acquisition of knowledge and may include assignments such as:</i></p> <ul style="list-style-type: none"> • Short Informal Assessments (Entrance Ticket, Exit Ticket) • Homework • Practice • Classwork • Student Involvement • Preparation • Class Activities • Warm-Ups • Small Projects |

(Students with IEPs may also receive an IEP grade)

BPCS Grading Scale:

| Letter Grade | Percent Range | Performance Band |
|--------------|---------------|--------------------------------|
| A | 90-100 | Very Good |
| B | 80-89 | Proficient |
| C | 70-79 | Approaching Proficiency |
| D | 65-69 | Poor |
| F | 0-64 | Failing (no credit awarded) |

Opportunities for Improvement:

Students are encouraged to demonstrate mastery of material at BCPS in their academic work. To help support their growth as learners, students have opportunities to re-submit work that receives a low or failing grade to be regarded with an eye toward improvement. If no assignment is submitted, a zero will be recorded.

Students may improve their grades the following ways:

Achievement grades:

When an achievement assignment is missing or does not meet the standards for passing, the student should attend office hours to redo the assignment. The deadline for late work or re-submissions of achievement assignments is 2 weeks from the time that the assignment was returned by the teacher.

Effort grades:

Students have opportunities to make up homework/effort assignments within a two-week window of time during a supervised study time (before or after-school office hours, tutorial, etc.).

Principal's Honor Roll:

The goal of the middle school Principal's List and Honor Roll is to publically recognize and reward students who display outstanding effort and academic achievement in a given grading period.

- Students who maintain an average of 90% or higher in the effort category of their overall grade will be recognized on the Principal's List.
- Students who have fulfilled the requirements for Principal's List AND who maintain an overall grade of 90% or higher will be recognized on the Principal's List with Honors.
- Students who have fulfilled the requirements for Principal's List AND who maintain an overall grade of 95% or higher will be recognized on the Principal's List with High Honors.

The Principal's List will be updated after each grading period followed by awards and recognition ceremonies that will take place during the school day.

Progress Reports and Report Cards

Progress Reports

Progress reports enable teachers and parents to monitor students' academic progress between report cards. Progress reports are issued to students quarterly and sent home in students' backpacks along with a reflection and goal-setting sheet. Parents must review and sign the progress reports, and return them to the student's advisor. Failure to return a progress report signed by a parent results in the advisor contacting the parents and may impact the student's advisory grade.

Report Cards

At the end of each semester, a report card is mailed to parents outlining the student's academic grades. Report cards are mailed out in early February for first semester and a few days after the last day of school for second semester.

Brooklyn Prospect issues a final grade for each semester. No overall final grade for the year is printed on report cards, although an unofficial "final grade" is available in TeacherEase.

Promotion/Retention

Brooklyn Prospect Middle School uses a comprehensive credit system to ensure accountability for academic success in all subject areas and to provide struggling students the opportunity to master content standards before the summer months.

To be promoted to the next grade, students must:

- Earn at least one credit per semester or two credits per year in Humanities, Science, Language Arts and Mathematics (full-year courses that meet every day are two credits per year),
- Earn a minimum of 10 of a possible 13 credits each school year,
- Pass the New York State tests with a proficiency level two or higher.

| Course | | # of Credits Available (per year) |
|--|--|--------------------------------------|
| Mathematics | | 2 |
| English Language Arts | | 2 |
| Humanities | | 2 |
| Science | | 2 |
| Arts (Music, Art, Drama) | | 1 |
| Physical Education (Dance, Physical Education) | | 1 |

| | | |
|----------|--|---|
| Advisory | | 1 |
| Language | | 2 |

Students who do not earn the minimum credits in a given semester have opportunities to recover the credit.

Eighth graders can recover credit from the fall semester in the After-School Academy. There is no opportunity to recover credit from the spring semester of eighth grade. Students whose promotion is in doubt due to failure in the spring semester will be scheduled for Promotion in Doubt meetings.

Sixth and seventh graders can attend Summer Academy in order to fulfill the criteria for promotion. Students will be notified at the end of first semester or in early June if they are required to attend Summer Academy due to failing grades. Students can also be invited to the Academy if teachers feel that additional time with the material would benefit the student.

A student who receives a level one on the New York State tests in ELA or Math MUST pass the course during the Summer Academy or make alternative arrangements to demonstrate proficiency with the Principal (see portfolio option below).

Portfolio Option

When a student achieves a level one on the New York State tests in Math or ELA or has no score, he or she can choose to submit a portfolio to determine eligibility for promotion.

| | Portfolio Elements |
|-------------|--|
| ELA | <ul style="list-style-type: none"> • Leveled Text: Reading a leveled book (using Fountas and Pinnell levels) with 90% accuracy • Independent Writing Activity: One page of student writing created in response to a prompt for the promotion portfolio showing evidence of the writing process (draft, revision, final piece). • Class Work: One piece of ELA class work included to reflect the student's current performance. |
| Math | <ul style="list-style-type: none"> • Mathematics Inventory of grade-level power standards: Achieve a 60% or higher on this assessment. • Foundational Computational Assessment: Solve 3 out of 5 problems correctly. • Class Work: One piece of math class work included to reflect the student's current performance. |

Promotion for Students with IEPs

Unless alternative criteria for promotion are specified in the students' Individual Education Plan, any student with an IEP is subject to the same promotion criteria as students in the general education program.

Retention

When a student is identified as being at risk of retention, parents are notified and the student is provided additional supports to improve his/her performance. Such opportunities may include, but are not limited to, parent-advisor meetings, classroom accommodations, and enrollment into a tutorial or after-school course. Ongoing assessment of student progress is a part of each intervention.

After-School Academy

The After-School Academy courses, offered for English Language Arts and Math, provide support for students who receive a failing grade during the first semester and/or students who want extra support mastering content standards. Students may enroll in a maximum of two courses per year. In order to receive credit for a course, a student may not miss more than 2 course sessions. Any student who has received a failing grade in English Language Arts or Math and chooses NOT to attend the After-School Academy for credit recovery may be retained. After-School Academy courses for credit recovery are not available to middle school students enrolled in Regents courses such as Algebra.

Summer Academy

Summer Academy is designed to provide the re-teaching of essential content and skills at the 6th and 7th grade levels. It also provides students with the opportunity to make up credits required for promotion to the next grade level.

Eighth graders can recover credit from the fall semester in the After-School Academy but there is no Summer Academy for eighth graders. There is no opportunity to recover credit from the spring semester of eighth grade. Students whose promotion is in doubt due to failure in the spring semester will be scheduled for Promotion in Doubt meetings.

Students who meet the attendance, effort and grade expectations of Summer Academy are promoted to the next grade. Students who do not meet the requirements of Summer Academy must participate in Promotion in Doubt meetings to determine whether they will be retained.

Homework

Purpose

Teachers at Brooklyn Prospect are committed to providing meaningful and relevant homework activities each night. Homework is designed to supplement, support, and extend learning at home, reinforce classroom instruction, help students develop resourcefulness and work independently, and involve parents in the learning process that takes place at school.

Homework assignments include:

- Practice exercises to reinforce principles, skills, concepts, and information taught in the classroom.
- Preview assignments to prepare for subsequent lessons
- Extension assignments to transfer new skills or concepts to new situations
- Creative activities to integrate many skills toward the production of a response or product

Time

Students should expect to see an increase in the amount of homework required in middle school as compared to elementary, and in high school as compared to middle school. Efficient use of time in study halls impacts the amount of homework completed outside of school, so the amount of homework a student brings home can vary based on how he or she uses study hall time. In general, middle school students should average 1.5 hours of homework each night, including weekends. Though assignments are often differentiated to match students' individual needs, the amount of time needed to complete assignments varies according to the individual student's needs, capabilities and motivation. If students are bringing no work home, or an excessive amount, parents should contact the student's advisor to discuss the student's progress.

Responsibilities of Faculty

- Assign relevant, challenging and meaningful homework that reinforces classroom learning and is appropriate for college-bound high school students.
- Give clear instructions and make sure students understand the purpose of the assignment and the expectations for quality work before leaving class. Homework assignments must be posted on the BPCS Classroom Pages as well as posted on the board daily in each class.
- Communicate homework assignment and expectations to parents and students through the BPCS Classroom Pages.
- Give feedback and/or correct homework so that students comprehend their level of understanding of the learning.
- Avoid assigning homework due dates which fall the day after a religious holiday.
- Modify assignment expectations for students with learning differences.
- Communicate with other teachers regarding project due dates and tests.
- Involve advisors and parents if a pattern of late or incomplete homework develops.

Responsibilities of Parents/Guardians

Although we recognize the need for increased autonomy and independence for students, families can support student learning by:

- Helping structure uninterrupted study time each day.
- Helping establish a quiet, well-lit study area.
- Promoting a positive attitude toward homework.
- If necessary, monitoring student's organization and daily homework assignments.
- Being supportive if a student gets frustrated with difficult assignments and help students work to find the answer, not just get it done.
- Reviewing BPCS Classroom Pages to stay well informed about what is happening in the classroom.
- Congratulating your student on his or her hard work when merited.
- Encouraging the student to speak with his/her advisor if the student is regularly struggling to complete homework assignments in the prescribed time period.

Responsibilities of Students

- Write down assignments in the BPCS Student Agenda or other appropriate student organizer.
- Be sure all assignments are clear and ask questions if necessary.
- Check the BPCS Classroom Pages or contact a classmate if unsure of assignment. The next step is to communicate with the subject area teacher the following school day.
- Set aside a regular time for studying.
- Find a quiet, well-lit study area.
- Work on homework independently whenever possible, so that it reflects student understanding and skill level.
- Make sure assignments are done according to the given instructions and completed on time and with quality.
- Be sure work is completed in accordance with the BPCS academic honesty policy.

Students who fail to complete assignments may be required to attend mandatory office hours to complete their work. Mandatory office hours are held during lunch and can also be assigned after school.

Make-Up, Late and Vacation Work

Make-Up Work

A student who has been absent and whose absence is excused is permitted to make up the work missed. An absent student should make arrangements with teachers within three days of his/her return to school.

Late Work

Achievement assignments should be turned in when they are due. When an achievement assignment is missing or is turned in that does not meet the standards for passing, the student is able attend office hours to redo the assignment. Deadline for late work or re-submissions of achievement assignments is two weeks from the time that the assignment was returned. Students have opportunities to make up homework/effort assignments within a two-week window of time during a supervised study time (before or after-school office hours, tutorial, etc.). If no assignments are submitted, a zero will be recorded.

An extension for any assignment may be granted at teacher discretion. Students in need of an extension should make their request at least 24 hours before the due date.

Vacation Work

Teachers may assign homework over extended breaks such as Thanksgiving, winter break, mid-winter break, spring break, and summer vacation. Assignments are designed to support student's academic and personal growth without placing an excessive burden on their time. The actual time required to complete the assignments will vary with each student's study habits and academic skill level.

Student Agendas

All students will be provided with a BPCS Student Agenda (organizer/planner) at the beginning of the school year to assist them in keeping record of class announcements and assignments. Students are expected to record their assignments in their agendas at the beginning of each class.. Parents are encouraged to check student agendas nightly for assignments. The first student agenda is provided at no cost. *Replacement Agendas are available for \$5.00* through the Program Coordinator.

Calculator Scholarships

Eighth grade students who qualify for free/reduced lunch may see the MS Program Office to purchase a scientific calculator at a one-time, school-subsidized rate of \$25.

School Culture

Please note: The statements below are intended to act as a guide to families and students. The disciplinary practices outlined below are designed to be aligned with New York State laws and Brooklyn Prospect school policies. Nothing in this handbook shall supercede the policies set out in the Brooklyn Prospect K-12 Policy Handbook found on our school website (<http://www.brooklynprospect.org/portal/parent-PTSO>).

Discipline and Support

Brooklyn Prospect beliefs and values that guide the discipline policy:

- Building respectful **relationships** is foundational to a positive school-learning environment.
- Consistent proactive discipline supports a positive learning environment: Faculty, staff, students and parents have a responsibility to prevent problems before they arise through **clear expectations** and **routines**.
- Students perform best in a warm, orderly, and consistent classroom.
- Positive and negative consequences paired with ongoing support and collaborative problem-solving teach students to self-correct inappropriate behaviors and assume responsibility for their actions.
- Predetermined rewards and bribes often undermine the development of an internal sense of responsibility.
- All students can demonstrate appropriate behavior.

School-Wide Code of Conduct

Brooklyn Prospect Charter School seeks to provide a safe and inclusive learning opportunity for each of its students, regardless of race, religion, color, creed, sex, national origin, or disability. Students are expected to meet reasonable standards for behavior, permitting all students to participate in a positive school-learning environment.

Brooklyn Prospect's Core Values are:

Curiosity

Develop sound judgment and intellect by asking questions confidently and thinking critically

Respect

Value others by taking a local and global perspective and appreciating differences

Persistence

Grow and learn by solving problems with determination, creativity and tenacity

Passion

Succeed by approaching challenges with excitement, enthusiasm and self-assurance

Behavior support is provided for students through a system known as Response To Intervention (RtI). A tiered support system, the RtI model is designed to help students adapt to the daily expectations of life at Brooklyn Prospect. When a student is consistently having difficulty meeting behavioral expectations, a plan is developed collaboratively with the student, faculty and/or family to give the student additional structure and supports to be successful.

Detention

Students will receive detention for excessive lateness to school or class, which would involve arriving to school more than 15 minutes late (8:30 for sixth grade or 9:00 for 7th and 8th grades) or being late to class 4 or more times in a given week), multiple conduct cuts, class removals, uniform violations, unruly hallway behavior or cutting class.

Saturday Detention

Students can be assigned Saturday detention for truancy.

The student version of BPCS's school culture procedures is available online. In addition, a complete BPCS school policy handbook including prohibited behaviors and disciplinary consequences, is available on the Brooklyn Prospect site (www.brooklynprospect.org).

Uniforms

At Brooklyn Prospect, we aim to serve a diverse group of learners in an inclusive and creative environment. In order to foster a positive learning community with students from a wide-range of racial, ethnic and socio-economic backgrounds, we expect our students to demonstrate respect for all community members through modest attire.

Students may not wear hats or headgear of any type in the building. Headphones (including ear buds) should not be visible in the hallways or classrooms. Headgear worn as part of religious observance or for health-related reasons is exempt.

Flynn O'Hara is the "official" uniform provider for Brooklyn Prospect. All required clothing can be purchased through their website (www.flynnohara.com) or at their Brooklyn store:

Flynn 
& O'Hara
School Uniforms
6719 18th Avenue
Brooklyn, NY 11204
(www.flynnohara.com)

We encourage families to order uniforms as soon as possible, to allow for lead times in the busy season. Please call ahead for hours of operation.

All students are required to arrive at school in full uniform in elementary and middle school. The school uniform must be worn respectfully and through the completion of the school day. The final decision concerning the appropriateness of clothing will be made by the school administration. Parents of students who arrive in school out of uniform will be contacted to bring a change of clothes.

Separate uniforms are required for Physical Education (PE) and other school sports.

FOR ACADEMIC CLASSES:

- Regulation polo shirt – A polo shirt MUST be worn each day.
 - White or green, long or short sleeve, with Brooklyn Prospect monogram, purchased from Flynn O'Hara, BPCS uniform suppliers
 - White polo with BPCS monogram available through the PTSO
- Bottoms – Pants, trousers, denim, shorts, skirts, or skorts must be SOLID khaki or black.
 - While Flynn O'Hara carries options of this type clothing, students are welcome to wear any brand of "bottoms."
- Sweater – Polo shirts may ONLY be covered by the following:
 - A regulation BPCS heather grey sweater with logo, available at Flynn O'Hara
 - A black zip or grey fleece jacket with the logo available through the PTSO
 - A solid grey or black non-hooded sweater
 - Any official BPCS athletic team gear

FOR PHYSICAL EDUCATION ("PE") /DANCE CLASS:

- Regulation green BPCS t-shirt with white logo. (Flynn O'Hara)
- Regulation black sweatpants or gym shorts with green logo. (Flynn O'Hara)
- Students may NOT wear PE clothing to school. They are required to change for PE class.

Please note:

- *All denims, trousers, shorts, skirts, and skorts must be worn at the waist. Drawstring waists are not allowed. While shirts are not required to be tucked in, a belt is required if pants, shorts, etc. DO NOT remain at the waist. Trousers, shorts, etc. must be solid, no stripes, logos, imprints, etc. PE shorts are not permitted during academic classes.*
- *Sweatpants are not permitted except as regulation gym uniform during PE class. Leggings, jeggings, or tights are considered undergarments and, if worn, must be accompanied by denims, trousers, skirts or shorts.*
- *Pants may not be too loose or too tight.*
- *Shorts, skirts, skorts, (and any slits) must be no higher than two inches above the knee.*
- *No holes or tears are allowed in any garments worn by students.*
- *No clothing or jewelry may be worn with suggestive or questionable language or drawings. (some examples may include, but are not limited to the following: graffiti,*

gang related symbols, racial, ethnic, and/or sexual slogans or innuendos, tobacco products, pictures or language about alcohol, violence, weapons, drugs, language that is blatantly disrespectful of others' beliefs, or images deemed offensive or not in good taste).

- *Hoods, hats and other types of headgear may NOT be worn inside the building, this includes hats or other types of headgear. (Includes boys and girls)*
- *Head covering as part of a religious belief or medical need will be allowed.*
- *Only closed back shoes are permitted. No flip-flops are allowed.*

Computer Use, Internet and Personal Electronic Devices

As technology has made available extraordinary academic opportunities, it is critical that Brooklyn Prospect provide its students with the tools for learning in the 21st Century. However, all members of the community must support appropriate technology use and respectful online norms. Brooklyn Prospect students are expected to conduct themselves in accordance with school norms when online during school hours, when using a Brooklyn Prospect email account and when interacting with other members of the school community online. MS students must sign and abide by a computer use agreement. A copy is available on the Brooklyn Prospect website.

Although we believe in integrating technology and personal electronic devices such as iPads, laptop computers, tablets, cell phones, and smart watches into classroom instruction can enhance learning and cultivate individual student talents, it is also clear that electronic devices can increase student distractions and become detrimental to community building.

Please be mindful of the following parameters with personal electronic devices:

- Students may use personal electronic devices in the Commons before and after the school day commences to send and receive text messages, listen to music with ear buds, access school-approved sites and send and receive email.
- Students may use personal electronic devices in the library in conjunction with library rules.
- Use of electronic devices in the hallways is prohibited at all times.
- In a classroom, student use of electronic devices is only permitted during a teacher-approved lesson in which electronic devices are integrated into instruction or assessment.

Failure to use personal electronic devices in a positive manner will result in disciplinary consequences. If a student has a personal electronic device such as a cell phone or smart watch out in class or in the hallways, the phone or other device will be taken and passed to the Deans, and the student will be responsible for retrieving the phone from the deans at the end of the day. For more specific regulations around acceptable and unacceptable use of school technology/internet, please see the School Policy Handbook (located on the school's website). Please note that smart watches and other wearable devices cannot be out during class time and – like cell phones – may only be used in the commons before or after school during designated times.

Lockers

All students will be assigned a locker at the beginning of the year. Some students may be asked to share lockers. Students should keep personal items in their assigned locker. Students are not permitted to exchange lockers or share their locker combinations. The consequence for sharing lockers and/or combinations or otherwise abusing the privilege of having a locker will be the removal of the locker privilege. The school is not responsible for items lost, stolen, or damaged in lockers. Lockers on campus are the property of Brooklyn Prospect and as such can be opened by the school at any time. Students will be allowed to use their lockers during the following times:

- Before school
- Before and after lunch/recess
- After school
- As approved by a teacher or school official

All students MUST bring his/her own personal lock in order to keep personal items in the athletics locker room prior to PE/dance class or any before/after school team practice. Brooklyn Prospect is not responsible for lost or stolen items.

Student-Athlete Expectations

Student-athletes are positive role models within our school and the community. Athletics are seen as an opportunity to improve sports skill set, develop relationships and get in optimal physical shape. A “good sport” knows that athletic competition builds character and shapes lifetime attitudes. Students, in turn, experience additional educational leadership benefits that come from participation in sports. Integrity, fairness, and respect are inherent principles of good sportsmanship.

As an athlete at Brooklyn Prospect, sportsmanship goals should include, but are not limited to:

- Following the rules set by the coaches and the school.
- Participating enthusiastically.
- Exhibiting pride in their team and school.
- Accepting responsibility as a role model for others.
- Supporting other sports and middle school teams.
- Playing with dignity and grace, regardless of winning or losing.

A student athlete acts as a spokesperson during athletic competitions. Family and friends, opposing fans, the local community and the media, view student actions. Displaying good sportsmanship will show the most positive things about the student and our school.

Student athletes are students first. There are very specific behavioral and academic expectations students must meet during the school year in order to participate on a team. Ultimately, the decision for a student to remain on or be removed from a team is up to the Principal and the Director of the After School program.

Academic Prerequisites for Athletic Performance:

In order to try out for or remain on a team, students must be passing all of their core classes with a minimum grade of a 70% and be on track for promotion.

Behavioral Prerequisites for Athletic Performance:

Students are expected to remain in good behavioral standing in order to try out for and participate in team athletics. Students may be suspended or removed from practice, games or teams due to behavior resulting in class removals or school suspensions or chronic lateness or absences (chronic lateness or absenteeism is defined as being absent or late more than 10% of the time).

Building Safety and Security

Visitors

The safety of all students in the facility is of utmost importance to our school community. Accordingly, Brooklyn Prospect maintains a policy that all visitors, including parents, sign in and receive a name tag that must be worn at all times when in the building. Parents and visitors of middle school students should enter the Windsor Terrace campus through the building's main entrance on Fort Hamilton Parkway, between E. 2nd and E. 3rd Streets. Parents and visitors will be required to sign in at the security desk before proceeding to the Front Office, where our Front Office Coordinator will ensure appropriate direction is given.

For wheelchair access, visitors may use the main entrance. Visitors should let the Front Office Coordinator or Security Guard know that access to the elevator is needed, and appropriate assistance will be provided.

Emergencies, Drills, and Evacuations

In accordance with state and city regulations, Brooklyn Prospect will participate in regularly scheduled fire and evacuation drills.

In the case of a fire or other emergency that requires an evacuation, the primary evacuation site is:

Immaculate Heart of Mary Parish (IHM)
2805 Fort Hamilton Parkway
Brooklyn, NY 11218

Inclement Weather

Typically, Brooklyn Prospect follows New York City Department of Education's school closing schedule for weather emergencies including snow days. To provide clarity, families will receive a phone call via the school's automated "One Call" system. A message will also be placed on our website in case of a weather-related school closing. Please always confirm that BPCS is closed by checking our website (www.brooklynprospect.org).

Traffic and Student Safety

Student safety is the highest priority of Brooklyn Prospect Charter School. Comprehensive traffic and student safety is coordinated with the 72nd Precinct in District 15 at 830 4th Avenue, (718) 965-6311. To report any unsafe or criminal behavior, please call the Youth Officer at the 72nd Precinct in District 15.

Parents are encouraged to conduct periodic fire drills at home to ensure that all family members are familiar with the plan to be followed in the case of an emergency.

Given the presence of students, please drive slowly and with caution upon approach to our campus.

Vehicles must remain in a single file line, allowing for the safe passage of other vehicles.

The flow of traffic will be monitored and changes will be made to this policy as necessary throughout the school year.

Student Health and Medication

Child & Adolescent Health Examination Form

Within fourteen days (14) from the date a student begins at Brooklyn Prospect, we must have, on file, a completed, signed medical form for each student. For students who are eleven (11) years of age, the T-dap immunization must be included on the form. If a student is not yet eleven years old, the forms must be submitted without T-dap immunization record upon enrollment, and an updated immunization record is due within 14 days of the student's eleventh birthday. Any student in non-compliance will be excluded from attending classes.

Prescription Medications

During school hours, there is an onsite nurse provided by the New York City Department of Health. The nurse will review and retain medical records provided by the family and will administer daily medications as prescribed. Only the school nurse can administer prescription medication when required. If a student is on prescription medication that must be administered during the school day, the medication must be accompanied by a physician's order and be brought directly to the school nurse by a parent or a legal guardian in the original container, dispensed by a registered pharmacy. **Under no circumstances will medications be sent home with the student.**

Medical Emergencies

In the case of an urgent medical situation, 911 will be contacted. The nearest hospital is:

Maimonides Medical Center
4802 Tenth Avenue, Brooklyn, NY, 11219
(718) 283-6000

Extreme Allergies or Emergency Medications

Any student with life-threatening allergies or serious medical conditions such as extreme asthma or diabetes should contact the school nurse two weeks prior to the start of school. In addition, please notify the school's administration about the nature of the condition.

School Illness

If a student becomes ill during the school day, the student should inform a teacher that s/he is not feeling well. If the teacher determines that the student is too ill to remain in class, the student will be sent or escorted to the nurse.

Students may be immediately sent home if any of the following symptoms are exhibited:

1. Vomiting or diarrhea
2. Fever
3. Sore/red throat
4. Red, watery eyes

5. Rash

6. Earache, drainage from ear

Parents must arrange for their student to be picked up immediately if the student is being sent home. The student may return to school once the child has been free of a fever for 24 hours, the symptoms have dissipated, or once a medical doctor has cleared him or her to return to school.

Emergency Forms

Brooklyn Prospect must have an **updated** emergency form with correct contact numbers. Parents should inform Brooklyn Prospect immediately by emailing

wtmsregistrar@brooklynprospect.org if telephone numbers or other information on the student's emergency form changes. The information on this form is vital for the safety and well being of the student.

Crutches and/or Wheelchairs

A physician's order is required if a student needs crutches, a wheelchair and/or elevator usage while at school. The student and parent or legal guardian will sign a student elevator contract which is found at the front office. After clearance from the office, students with limited mobility may use the elevator to assist with movement to classes. Entrance to the building for elevator use is through the main entrance. Families should make all arrangements with the Program Office prior to arrival at school. Brooklyn Prospect Charter School's Windsor Terrace Campus is a fully handicapped accessible building.

General Middle School Operations

Address Changes

Please notify Brooklyn Prospect immediately of changes to address, phone numbers or any other contact information by emailing wtmsregistrar@brooklynprospect.org.

Gifts to Faculty/Staff

In accordance with law and our charter governance, our faculty and staff are not permitted to accept gifts of any kind of a value exceeding fifty dollars (\$50.00) – including but not limited to money, goods, food, entertainment, or services – directly or indirectly. Understanding that families may wish to thank school employees, we encourage families to consider a modest handmade gift or baked good or a note penned by the student to be a thoughtful and appropriate form of thanks for a Brooklyn Prospect employee.

Student Meals

The families of students who elect to participate in breakfast and lunch are billed for the meals that their students are served. Parent(s)/guardian assume financial responsibility for all charges. Families can see when their student is participating in meals through the TeacherEase portal by clicking on 'Lunch' (under 'Miscellaneous' and then 'Fees').

Families who qualify for free or reduced lunch will be billed appropriately. For those families who qualify, it is the responsibility of all parents/guardians to ensure that their Free and Reduced Price meal forms have been turned in by the determined due date every school year.

Meal payments are due in full by the due date on the invoice. (Additional details are in the Payments section below).

Students may not bring soda or candy in their lunch.

Requesting Academic Documents

If families would like a copy of certain key documents, they may email wtmscoordinator@brooklynprospect.org.

Most of the documents listed below are distributed during Advisory or during other events. Email wtmscoordinator@brooklynprospect.org if a student misses the original distribution day or if another copy is needed. Please allow 2-5 business days for processing.

The following documents may be requested via email:

- Report Card
- Replacement MetroCards
- State Test Scores/Regents Scores
- Individual Score Report

Student Transportation

Eligibility Guidelines are managed by the Office of Pupil Transportation (OPT). All decisions about fares provided to students are made by OPT. Below is a table that can be found on OPT's website (<http://www.optnyc.org>).

| DISTANCE FROM RESIDENCE TO SCHOOL | | | | |
|--|---|---|---|--------------------------|
| GRADE | Less than 1/2 mile | 1/2 mile or more, but less than 1 mile | 1 mile or more but less than 1.5 miles | 1.5 miles or more |
| 6 | Transportation not provided (No eligibility) | Half-Fare * bus only | Full-Fare | Full-Fare |
| 7 & 8 | Transportation not provided (No eligibility) | Half-Fare * bus only | Half-Fare * bus only | Full-Fare |

Key

Half-Fare: Allows student to travel on buses only.

Full-Fare: Allows student to travel by bus and/or subway.

MetroCard Safe-Keeping

Parents/guardians are strongly encouraged to support their student in safeguarding his/her MetroCard from damage, theft, and loss. Parent and student will complete a MetroCard Safe-Keeping Contract during Advisory Conferences.

Parents/guardians are expected to:

- Assist their student in identifying a dedicated storage place for the MetroCard (such as a wallet, zippered pouch or section of backpack). Pant pockets or folders are not appropriate storage places.
- Ensure that their student stores the MetroCard flat so the magnetic strip is not dented, scratched or damaged in any way.
- If the student needs a replacement card, the student should report to the MS Office before school begins or at dismissal or the parent should email wtnscoordinator@brooklynprospect.org with the request. The student or parent should provide an explanation as to why the replacement is needed.
- If a third replacement card is needed, the MS Office may schedule a time to speak with the parent to come up with a plan to support the student in safeguarding his/her MetroCard.

Students are expected to:

- Respect and safeguard the MetroCard issued to them.
- Designate a dedicated storage place for the MetroCard.
- Store the MetroCard flat so nothing dents or damages the magnetic strip.
- Follow the procedure for requesting a replacement card by emailing wtnscoordinator@brooklynprospect.org.

Dropping off Forgotten Items

Our faculty and staff members' days are packed with educationally-focused activity, and so Brooklyn Prospect is unable to deliver forgotten items to students during school hours. Such items include:

- Lunch or lunch money
- Transportation money
- Homework/Books/Projects
- Backpacks
- PE Uniforms

Brooklyn Prospect asks parents to help students to be prepared in advance of the school day and to abstain from dropping forgotten items at the school during the school day.

Personal Items

The school is not responsible for lost, stolen, missing, or damaged personal items. Students must take the precaution of storing valuable items in their lockers, not sharing combinations and locking up their personal items during PE. All personal belongings such as clothing, books, backpacks, sports equipment, etc. should be clearly labeled with the student's first and last name. Items turned in to the front office will be kept in the Lost and Found, and, periodically, unclaimed items will be donated.

Press /Media Inquiries

Education can be a heated political topic and charter school discussion can be particularly charged and multifaceted. In an attempt to preserve the sanctity of our students' education, we urge our families to exercise the utmost caution and restraint in approaching or responding to any particular media that relates to Brooklyn Prospect. Our Deputy Executive Director is available by email (pmarzulli@brooklynprospect.org) or by phone (347-889-7041, ext. 1042) to work with families as needed if and when approached by the media.

Videotaping and Photography

Videotaping and/or the use of photography on campus without teacher or administration consent are prohibited. Furthermore, no student is allowed to submit online posts of video footage or photos of Brooklyn Prospect students, faculty, or staff without prior consent. Any student found to have taken video or photos of other students, faculty, or staff without consent will be subject to disciplinary action.

Financial Policy and Payments

Throughout the year, parents will be required to submit payment for items such as replacement textbooks, student agendas, meals, field trips or other special events. Payment must be rendered for items to be received. Students and families may also be held financially responsible for damage and/or destruction of school property caused by or involving their student.

Making a Payment

View Your Account Balance

Please log on to [TeacherEase](#), on the left side of your screen go to 'Miscellaneous' then 'Fees' then from the drop down box select the account you wish to view, for example 'Lunch' or 'Field Trips'. Then you will see a screen with detailed charges.

Credit Card Payments

To pay by credit card please log on to [TeacherEase](#), on the left side of your screen go to 'Miscellaneous' then 'Fees' then select the account you wish to make payment on, for example 'Lunch' or 'Replacement Textbooks'. You will be able to view your balance and then be directed to make a payment with a credit card.

Check or Money Order

To pay by check or money order, please make out the check to Brooklyn Prospect Charter School. Your student's name and what the payment is for, must be written on the check or money order, please place the payment in a sealed envelope labeled Attn: Finance. Please drop off all checks or money orders at the front office.

Any check returned unpaid for any reason is subject to a \$25 fee to be paid in cash to cover administrative costs of collection. If a family has three checks returned unpaid during the student's enrollment at Brooklyn Prospect, the family will no longer be permitted to purchase items or pay fees by check. At that point money orders will be the only acceptable method of payment.

Non Payment and Collections

In the event of non-payment, student report cards and/or transcripts are held until payment has been received by the school. Late payments could result in late fees. Students with outstanding financial obligations are not provided with report cards and/or transcripts.

BPCS reserves the right to assign outstanding, unpaid account balances to a collection agency. At the end of each school year, BPCS sends a letter to families with outstanding balances on their accounts requesting payment in full. If payment is not received within a specified timeframe, the accounts are first placed on hold. If an outstanding balance remains after a series of reminder letters are sent, BPCS makes one last attempt to collect payment prior to assigning the accounts to a collection agency.

Once an account is assigned to a collection agency, all communication by the parent/guardian must be made through the collection agency. Credit agency accounts are reported to credit bureaus. Parents/guardians are responsible to reimburse BPCS for fees of any collection agency, which may be based on a percentage of the debt up to a maximum of 40% of the debt, and all costs and expenses, including reasonable attorney's fees, incurred in the collection efforts. All payments must be made directly to the collection agency; BPCS cannot accept direct payments once an account is placed with a collection agency. The account is considered paid in full when the total debt is paid.

Please contact the Program Coordinator at wtmscoordinator@brooklynprospect.org with any general questions.

Official BPCS School Policies can be found in our Policy Handbook, located on our website (www.brooklynprospect.org).

- Academic Honesty Policy
- Admissions Sibling Preference Policy
- Child Abuse and Neglect Policy
- Complaint Policy
- DASA Policy
- FERPA Policies and Procedures
- Freedom of Information Policy (FOIL)
- Open Meetings Policy
- Student Rights and Responsibilities

School Wellness Policy

Brooklyn Prospect Charter School is committed to providing a school environment that promotes and protects student health, well-being, and the ability to learn by supporting healthy eating and physical activity. In recognition of the importance of healthful foods and opportunities to be physically active in order to grow, learn, and thrive, Brooklyn Prospect Charter School has established guidelines to be used to develop and implement a successful school wellness program guidelines to meet the needs of all students within Brooklyn Prospect Charter School community. This will include:

- BPCS will engage students, parents, staff and other interested community members in developing and implementing, monitoring, and reviewing a district-wide nutrition and physical activity policy.
- All students will be given opportunities, support and encouragement to be physically active on a regular basis.
- Food and beverages sold or served by BPCS will meet the nutritional recommendations of the United States Dietary Guidelines for Americans.
- BPCS will provide nutritional and physical education to foster lifelong habits of healthy eating and physical activity.

Nutritional Quality of Foods and Beverages Sold and Served on Campus

- Meet, at minimum, the nutritional requirements (RDA) established by state and federal regulations.
- Offer a variety of fruit and vegetables.
- Purchase sustainable and local products, whenever possible.
- Participate in the National Breakfast and Lunch program.
- Support all efforts to eliminate and overt identification of students participating in the Free/Reduced price meal program.
- Encourage staff development and training of employees in child nutrition.
- Ensure all vending sales are under the control of the Child Nutrition Program. Under chapter 647 of New York State Law, the sale of candy or soda of any type cannot be sold to students anywhere in school buildings from the beginning of the school day until the end of the school day.
- Ensure that no food is sold in the school buildings during the breakfast or lunch periods in competition with the National School Breakfast/Lunch program.

Food Safety

- Foods brought into school must be prepared in a food service establishment which is permitted to prepare and sell foods.

- No "home" prepared items are allowed
- All foods in school buildings must adhere to all food safety and security guidelines.

Food Safety (continued)

- Food service areas will be restricted to food service staff and authorized personnel in order to ensure food safety and to secure the facility food service areas.

Nutrition and Physical Activity Promotion

Brooklyn Prospect Charter School aims to teach, encourage and support healthy eating habits of students by:

- Offering at each grade level a standards-based program that provides students with the knowledge and skills necessary to promote and protect their health. This will be accomplished through health education classes and integrated into math, ELA, science, social sciences, physical education and other electives.
- Promoting the consumption of fruits, vegetables, whole grain products, healthy food preparation, low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition practices.
- Teaching media literacy with an emphasis on the impact food marketing has on the consumer.
- Making training available for teachers and staff to effectively deliver quality nutrition education.
- Providing educational information and encouraging healthy eating and physical activity for families, both within the home and outside the home.

Staff Wellness

BPCS supports and values the health and well being of every staff member, by offering both complimentary healthy breakfast and lunch, having comprehensive health insurance program, and holding complimentary workout sessions.

Physical Activity Opportunities and Physical Education

Physical Education K-12

- All students K - 12 will receive physical education that meets the New York State Department of Education mandates and aligns to the New York State Standards.
- All physical education will be taught by a certified physical education teacher.
- Student involvement in other activities involving physical activity will not be substituted for meeting physical education requirements.

Daily Recess

- Students will have twenty minutes of supervised daily recess available, preferably

outdoors, during which, students will be encouraged to engage in moderate to vigorous physical activity.

- BPCS will provide space, equipment, and personnel for supervised recess.

Physical Activity Opportunities Before and After School

- K - 12 will offer extracurricular activity programs that meet the needs, interest and abilities of all students.
- The high school and middle school will offer, as appropriate, sports programs.

Monitoring and Evaluation

The superintendent of schools or designee will ensure that schools are meeting the requirements of the established wellness policy. Others at BPCS who are responsible to the superintendent for ensuring compliance of the various components of the established wellness policy are:

- Director of Health, Physical Education and Athletics and Building Principals for nutrition education and physical activity.
- Food Services Director for nutrition policies within the school food service areas.

APPENDIX G

- SAMPLE JOB DESCRIPTIONS
- PRINCIPAL EOY EVALUATION
- EMPLOYEE HANDBOOK BPCS

Job Description:**Position: Capital Projects Manager****Location: Central Office****About the Position:**

Serving kindergarten through twelfth grade, Brooklyn Prospect pairs students with excellent teachers in a college preparatory environment using the International Baccalaureate program. We prepare students to become global citizens and help them to develop the love of learning that provides the foundation for lifelong personal and academic success.

Brooklyn Prospect is committed to:

- Teaching the skills and habits of mind necessary for success in the global community
- Recruiting, training and retaining excellent teachers
- Reflecting the diversity of Brooklyn's neighborhoods

The ideal candidate will be fully dedicated to the mission of Brooklyn Prospect, and be committed to keeping the academic and personal success of our students as a core focus. The ability to interact with the public and staff, at all levels, sometimes under pressure, while being proactive, resourceful, professional and efficient is critical to this role. The Capital Projects Manager will report to the Director of Operations and Finance.

Responsibilities:**New Construction & Renovation Project Management**

- Project manage and represent BPCS on all facility related construction and renovation projects
- Coordinate and oversee the planning and implementation of all BPCS facility projects, across all school facilities
- Work with Director of Finance to develop and oversee all project budgets
- Serve as point of contact and coordinator for project architects, designers, construction contractors, furniture, technology infrastructure, and all trade providers
- Attend all project meetings
- Plan and execute periodic reports to affected faculty and staff, and provide regular project updates to school leadership
- Coordinate with communications department as necessary to keep families informed when deemed necessary
- Work with development team to provide details, renderings, and other materials or information that may help with fundraising efforts

New Siting and Space Planning

- Review and evaluate future space needs of BPCS programming to help ensure appropriate space
- Create multi-year BPCS space plan
- Research possible NYC Department of Education sites
- Research legal, political and community aspects of Department of Education siting and appeals process.
- Serve as point of contact for NYC Department of Education regarding colocation, siting and public funding opportunities
- Plan for and oversee school moves

This is an ideal position for someone who is interested in leadership opportunities.

The critical features of this job are described above; they may be subject to change at any time due to reasonable accommodation or other reasons.

| |
|--|
| Accounting Manager Central Office, Brooklyn, NY |
|--|

Brooklyn Prospect Charter School is seeking a mission driven Accounting Manager, who values continuous improvement, collaboration and a sense of community to join our Central Office team!

The ideal candidate will be a resourceful and organized team player, with strong problem solving skills and demonstrated leadership while working in results-driven & discretionary environments.

About us:

Brooklyn Prospect Charter School is a K-12 college preparatory community where excellent teachers prepare a diverse student body to have a positive impact on society and a lifelong passion for learning.

Our Core Values are:

- **Curiosity:** Develop sound judgment and intellect by asking questions confidently and thinking critically
- **Respect:** Value others by taking a local and global perspective and appreciating differences
- **Persistence:** Grow and learn by solving problems with determination, creativity and tenacity
- **Passion:** Succeed by approaching challenges with excitement, enthusiasm and self assurance

As part of the Brooklyn Prospect Team, you will enjoy a full-time position with a competitive salary, full medical, dental, and vision benefits, 401(k) with employer match, as well as working in a supportive and collaborative environment.

We are a growing organization and opportunities for development and success are readily available.

Check out our most recent updates: [BPCS News](#)

About the role:

Reporting to the Director of Finance, the Accounting Manager will oversee bookkeeping and provide a consistent high level of discretion and customer service for our schools and our affiliated fundraising partners.

As Accounting Manager, your initiatives include:

- Serving as FEZ administrator, ensuring setup and maintenance of users, accounts, funds, budgets, etc.
- Internal audit monthly for proper allocation of expenses and revenues in a fund accounting environment

- Prepare journals and transactions relating to month-end accounting, including monthly bank reconciliations; prepare quarterly payroll reconciliations, including reconciling payroll taxes and benefits, plus required tax filings: 1099 and 990
- Collaborate closely with HR and Development teams on various HR and fundraising reporting, including grant reporting requirements and reconciliation of related expenses
- Review financial statements for proper accounting of fixed assets, accruals, pre-pays, etc.
- Develop and manage a plan for proper documentation (review schedules, files, audits) and ensure all fiscal controls are upheld across the organization

****The critical features of this role are described above but not all encompassing.**

For more information about the IB program please visit: [BPCS-IB Program](#)

About You:

- A minimum of Bachelor's degree in a related field; MA or CPA is a plus
- Experience in a non-profit, fund accounting environment desired
- Excellent excel skill
- FundEZ experience is highly preferred
- Ability to work with grace and skill under pressure

About the Benefits:

- Salary is \$60-70k
- Pre-tax commuter benefits
- Medical, dental, and vision benefits
- 401(k) with employer match

About Joining BPCS:

Please submit your resume and cover letter, including how you learned about the position, and the position for which you are applying.

Applications are reviewed as they are received. Please note that due to the high volume of applicants, we will only notify those who meet our selection criteria.

Brooklyn Prospect is an equal opportunity employer and welcomes candidates of diverse backgrounds.

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| Timeline to Fill: |
| <ul style="list-style-type: none"> • Please list if immediate vacancy • Please list desired timeline to fill role |
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| Other Relevant Information for Recruiter: |
| <ul style="list-style-type: none"> • Please provide any notes or information that may be important for sourcing and/or screening (i.e. sections/work hours - this is especially important if part-time role) |
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| Pre-screening questions and/or Assessments: |
| <ul style="list-style-type: none"> • Please provide any performance profile questions and/or assessments desired. |
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| Demo and/or Interviews: |
| <ul style="list-style-type: none">• If role requires demo/interview, please provide any potential dates/times for scheduling purposes. |
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| Accounts Payable Specialist Central Office, Brooklyn, NY |
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Brooklyn Prospect Charter School is seeking a mission driven Accounts Payable Specialist, who values continuous improvement, collaboration and a sense of community to join our Central Office team!

The ideal candidate will be a resourceful and organized team player, with strong problem solving skills and demonstrated leadership while working in results-driven & discretionary environments.

About Us:

Brooklyn Prospect Charter School is a K-12 college preparatory community where excellent teachers prepare a diverse student body to have a positive impact on society and a lifelong passion for learning.

Our Core Values are:

- **Curiosity:** Develop sound judgment and intellect by asking questions confidently and thinking critically
- **Respect:** Value others by taking a local and global perspective and appreciating differences
- **Persistence:** Grow and learn by solving problems with determination, creativity and tenacity
- **Passion:** Succeed by approaching challenges with excitement, enthusiasm and self assurance

As part of the Brooklyn Prospect Team, you will enjoy a full-time position with a competitive salary, full medical, dental, and vision benefits, 401(k) with employer match, as well as working in a supportive and collaborative environment.

We are a growing organization and opportunities for development and success are readily available.

Check out our most recent updates: [BPCS News](#)

About the Role:

Reporting to the Director of Finance, the Accounts Payable Specialist will help oversee and record all cash disbursements.

As Accounts Payable Specialist, your initiatives include:

- Ensure that proper approval and documentation is received from school purchasing teams for all invoices to be paid
- Ensure all bills are received and entered in a timely fashion and appropriately allocated
- Process a weekly check run and coordinate distribution per billing instructions
- Maintain comprehensive and organized A/P, Disbursement, Contract and Consultant files

- Provide training and support to credit card holders on proper card management
- Prepare monthly credit card reconciliation, collect card holders' receipts and follow up as needed
- Oversee all account reconciliations done at the school level
- Provide related support in preparing for annual financial audit
- Understand school-level and departmental budgets, and provide support with related expense tracking
- Ensure grant expenses are properly tagged
- Support NYSTL grant purchasing
- Serve as resource for school-based staff around purchasing, check reqs and exp reimbursements
- Support with tracking of Teacher's Choice spending
- Become expert on school-facing FEZ reports, and serve as resource
- Upholding fiscal controls, discretion and adherence to proper Financial Policies and Procedures

****The critical features of this role are described above but not all encompassing.**

About You:

- A minimum of Bachelor's degree in a related field
- Experience in a non-profit, fund accounting environment desired
- FundEZ experience is highly preferred
- Ability to work with grace and skill under pressure

About the Benefits:

- Salary is \$48-53k
- Pre-tax commuter benefits
- Medical, dental, and vision benefits
- 401(k) with employer match

About Joining BPCS:

Please submit your resume and cover letter, including how you learned about the position, and the position for which you are applying.

Applications are reviewed as they are received. Please note that due to the high volume of applicants, we will only notify those who meet our selection criteria.

Brooklyn Prospect is an equal opportunity employer and welcomes candidates of diverse backgrounds.

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| <p>Accounts Receivable Specialist Central Office, Brooklyn, NY</p> |
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Brooklyn Prospect Charter School is seeking a mission driven Accounts Receivable Specialist, who values continuous improvement, collaboration and a sense of community to join our Central Office team!

The ideal candidate will be a resourceful and organized team player, with strong problem solving skills and demonstrated leadership while working in results-driven & discretionary environments.

About Us:

Brooklyn Prospect Charter School is a K-12 college preparatory community where excellent teachers prepare a diverse student body to have a positive impact on society and a lifelong passion for learning.

Our Core Values are:

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- Respect: Value others by taking a local and global perspective and appreciating differences
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As part of the Brooklyn Prospect Team, you will enjoy a full-time position with a competitive salary, full medical, dental, and vision benefits, 401(k) with employer match, as well as working in a supportive and collaborative environment.

We are a growing organization and opportunities for development and success are readily available.

Check out our most recent updates: [BPCS News](#)

About the Role:

Reporting to the Director of Finance, the Accounts Receivable Specialist will help oversee and record all cash receipts as received and reconcile regularly against donation records maintained by Development team.

As Accounts Receivable Specialist, your initiatives include:

- Record receivables and monitor A/R aging reports in order to ensure timely payments, and follow up as needed
- Oversee the Funds Transfer process and maintain secure cash handling, plus processing weekly bank deposits

- Maintain comprehensive and organized Cash Receipt files
- Support the preparation of bi-monthly per pupil funding invoices and related reconciliations
- Work closely with PTSO treasures to ensure proper accounting of all school fundraising
- Conduct reconciliations of all proceeds from annual gala and other fundraising events
- Serve as a point-of contact for Prospect Schools bookkeeping
- Provide related support in preparing for annual financial audits
- Provide support in grant management; help manage NYSTL grant purchasing
- Create invoices for reimbursements owed
- Understand TeacherEase billing interface and provide support/training for school staff as needed
- Perform Cybersource (3rd party credit card processing) reconciliations
- Upholding fiscal controls, discretion and adherence to proper Financial Policies and Procedures

****The critical features of this role are described above but not all encompassing.**

For more information about the IB program please visit: [BPCS-IB Program](#)

About You:

- A minimum of Bachelor's degree in a related field
- Experience in a non-profit, fund accounting environment desired
- FundEZ experience is highly preferred
- Ability to work with grace and skill under pressure

About the Benefits:

- Salary is \$48-53k
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- Medical, dental, and vision benefits
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About Joining BPCS:

Please submit your resume and cover letter, including how you learned about the position, and the position for which you are applying.

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- Please provide any performance profile questions and/or assessments desired.

Demo and/or Interviews:

- If role requires demo/interview, please provide any potential dates/times for scheduling purposes.

Job Description

Position: Director of Finance

Location: Central Office

rev. 9/15

About the Position

This is a central office leadership position, reporting directly to the Executive Director.

The ideal candidate possesses an interest in education, is knowledgeable about the charter movement, and has professional experience in strategic finance, accounting or other related business or operational functions. S/he is fully dedicated to the mission of Brooklyn Prospect, and committed to keeping the academic and personal success of our students as a core focus, while striving to grow professionally and support the operational excellence of the network.

Our Mission

Serving kindergarten through twelfth grade, Brooklyn Prospect pairs students with excellent teachers in a college preparatory environment using the International Baccalaureate program. We prepare students to become global citizens and help them to develop the love of learning that provides the foundation for lifelong personal and academic success.

Brooklyn Prospect is committed to:

- Teaching the skills and habits of mind necessary for success in the global community
- Recruiting, training and retaining excellent teachers
- Reflecting the diversity of Brooklyn's neighborhoods

Responsibilities

Financial Process Oversight

- Ensure Brooklyn Prospect (Prospect Schools) remains an industry leader for effective, efficient and strategic finance operations
- Work with school leadership to develop school-based budgets that are self-sustaining
- Ensure schools are managing their resources to operate within budget, while making prioritized decisions that support excellent, mission-driven programs
- Oversee training and support for school-based staff in financial operations
- Manage the finances of the Central Office, ensuring budgetary goals are met
- Ensure alignment of financial management with short and long-term planning and projections
- Develop and continue to improve financial policies & procedures such that they support the network's growth

Fiscal Accountability

- Ensure the network is responsibly spending its public dollars, and striving to maintain low per student operating expense and % revenue ratios
- Maintain strong controls and fiscal policies that meet the highest standards of accountability
- Ensure that all obligations to public oversight entities at the local, state and federal levels are met and exceeded
- Oversee internal and external audits and ensure there are no material findings
- Ensure legal and regulatory compliance regarding all financial functions
- Ensure timely and accurate financial reporting and analysis for stakeholders

Planning & Strategy

- Take on key role as part of Central Office leadership team, actively participating in annual and long-term organizational planning
- Own and lead the network's budgeting processes, including performing long-term financial modeling
- Work closely with Central Office leadership team to determine key budget drivers
- Perform long-term financial planning to inform organization-wide strategic growth
- Identify major trends, risks and opportunities and lead related strategic discussions
- Serve as liaison to the Board Finance Committee, and prepare and present quarterly financial performance reports, as well as long-term analysis and projections
- Facilities--capital projects and acquisitions.
- Manage the IT Specialist or equivalent with a primary responsibility around organization wide enterprise software and databases.
- Insurance

Finance, HR and Facilities Team Leadership

- Build and develop skilled and motivated financial operations and human resources teams that share a commitment to operational excellence and the Prospect Schools' mission
- Develop clear long-term and annual goals and measure progress regularly

Job Description**Position: Director of Operations (Chief Operating Officer)****Location: Central Office**

rev. 9/15

About the Position

This is a leadership position, reporting directly to the Executive Director, and will serve as the chief operating officer for the network. The Director of Operations (DO) will help shape the strategic vision for Brooklyn Prospect in a time of significant growth. The DO will participate in the weekly Director's meeting and creates a quarterly report for the Board of Trustees.

The ideal candidate possesses a passion for or background in education, is knowledgeable about the charter movement, and has professional experience in operations, project management or administration in a fast-paced environment. S/he is fully dedicated to the mission of Brooklyn Prospect, and committed to keeping the academic and personal success of our students as a core focus, while striving to grow professionally and support the operational excellence of the network.

Our Mission

Serving kindergarten through twelfth grade, Brooklyn Prospect pairs students with excellent teachers in a college preparatory environment using the International Baccalaureate program. We prepare students to become global citizens and help them to develop the love of learning that provides the foundation for lifelong personal and academic success.

Brooklyn Prospect is committed to:

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- Recruiting, training and retaining excellent teachers
- Reflecting the diversity of Brooklyn's neighborhoods

Strategic Responsibilities

- Lead a growing organization's efforts to constantly improve overall central office and school level operations
- In collaboration with the Executive Director, prepare updates and formal reports to the Board of Trustees on major projects
- Serve on the senior central office leadership team
- Create, implement and ensure organization-wide operational accountability plan, including audit rubric, timelines/deliverables and key performance indicators
- Work closely with the Director of Finance to weigh and monitor the impact of operational decisions on the organization's financial health, participating in the budget planning process annually
- Develop systems for identifying school operational needs and providing strong centralized support resources to our schools
- Steward the process for defining and adapting service levels for schools as the network grows, ensuring that the highest levels of accountability standards are maintained

Management Responsibilities

- Hire, develop and support school-based Heads of Operations
- Oversee and ensure annual and ongoing maintenance of existing facilities, and participate

- actively in project planning around new and future facilities
- Oversee development and maintenance of centralized standard operating procedures (SOP)
- Oversee charter renewal, authorizer relations and state regulatory compliance
- Work with school-based operational leadership to ensure excellence in all areas of daily operations, including procurement, asset management, school safety, transportation, facilities management, nutrition programs, student information and enrollment, IT, etc.
- Develop and ensure organization-wide standards for school safety and emergency readiness, and hold school-based operations teams accountable for maintaining proper documentation, updating procedures annually and holding regular drills as required
- Oversee central admissions process annually, including the lottery
- Oversee the selection of vendors to be used organization-wide, including competitive bid-solicitation as required, with an eye toward cost efficiency and operational capacity
- Oversee technology network-wide, including infrastructure, equipment management, operational and instructional integration, vendor relationships and end-user technical support
- Represent Brooklyn Prospect (Prospect Schools) as needed to landlords of leased properties in resolving operational matters
- Serve as central office district liaison for such ancillary services as the depts of Health, Nursing and Pupil Transportation, as well as the DOE Office of Charter School Ops, and serve as the expert in all related systems and school requirements

Candidate Requirements

- Strong organizational and communication skills with close attention to detail
- Ability to collaborate with a wide range of constituents
- Strong results-orientation
- Ability to adapt in a dynamic, growth environment
- Demonstrated ability to develop, implement and manage systems to support a multi-site organization
- At least 5 years experience in a related role, preferably with progressively increasing responsibilities or in the context of a growing organization; experience in a charter organization or educational environment ideal
- Advanced working knowledge of school-based technology is a plus
- Previous leadership/team management experience required
- Bachelor's degree required; master's degree preferred

The critical features of this job are described above; they may be subject to change at any time due to reasonable accommodation or other reasons.

This position will report to and work closely with the Business Manager, Director of Downtown Campus Operations. It is a multi-faceted role, with organization-wide (K-12), multi-campus support of the school's centralized accounting and procurement functions, as well as localized operational support at the school's newest, K-5 campus.

The ideal candidate will be knowledgeable about the charter school movement and possess a passion for education, as well as a preferred background in accounting and/or finance. S/he will be fully dedicated to the mission of Brooklyn Prospect, and be committed to keeping the academic and personal success of our students as a core focus, while striving toward the operational excellence of the school and professional growth personally.

Candidates must firmly believe in Brooklyn Prospect's mission and core values:

Our Mission:

Serving kindergarten through twelfth grade, Brooklyn Prospect pairs students with excellent teachers in a college preparatory environment using the International Baccalaureate program. We prepare students to become global citizens and help them to develop the love of learning that provides the foundation for lifelong personal and academic success.

Brooklyn Prospect is committed to:

- Teaching the skills and habits of mind necessary for success in the global community
- Recruiting, training and retaining excellent teachers
- Reflecting the diversity of Brooklyn's neighborhoods

Responsibilities:

Purchasing

- Manage the purchasing and procurement of supplies, equipment and curriculum materials for the school, and coordinate deliveries
- Maintain compliance with the school's Financial Policies & Procedures, and sustain all related controls
- Maintain comprehensive and organized purchasing files, including all associated support documentation, including requests, approvals and confirmations
- Work closely with faculty to ensure properly and efficiently resourced, and systems are consistently enforced

Accounting

- Assist with bookkeeping functions and maintenance of the school's accounting system (QuickBooks)
- Become familiar with school's general ledger and various budgets for reporting accuracy
- Assist in preparation of bi-monthly per-pupil funding invoices to the DOE and regular FTE
- Manage tracking of student meal consumption and eligibility, for ultimate reimbursement under the NYSED Child Nutrition Program
- Provide support in preparing for annual financial audit, maintain audit files
- Maintain organization of contracts and vendor files reconciliations
- Process accounts payable, make copies of checks, sort and assemble AP packages for filing, and various other financial paperwork as needed
- Prepare monthly credit card reconciliation, collect card holders' receipts, communicate monthly regarding missing receipts
- Assist Business Manager- Director of Downtown Operations with other financial related tasks as needed

School General

- As part of a small start-up staff, provide front office reception for families and other visitors as needed, and be willing to roll-up sleeves and jump in where needed
- Provide support in the implementation of processes around areas such as student meals, student records, attendance, nursing and bussing services
- Assist with various facility functions, including security coverage requests for events, liaising with custodial and other key building support staff
- As part of a new division, contribute toward the development of standard operating procedures in all areas of influence, and continue to find new ways to improve quality and efficiency
- Assist Director of Operations and Finance in other areas as needed, and provide general support of the BPCS mission in whatever way possible

Candidate Requirements:

- 2-5 years combined experience working with or within a school, in operations, accounting, business, finance or another relevant field
- Very strong organizational skills
- Very strong attention to detail
- Experience using QuickBooks and/or basic understanding of accounting practices preferred
- Experience working with elementary aged students a plus
- Fluency in Spanish a plus
- Collaborative spirit and skill
- Excellent communication skills
- Advanced working knowledge of Microsoft Office, including Excel
- Experience in an academic/educational setting preferred
- Strong work ethic and ability to follow instructions
- Flexibility and ability to adhere to deadlines
- Desire to learn

Salary:

- Annual salary of \$40,000-\$50,000, commensurate with experience; full benefits package including medical, dental, retirement
- This is a year-round position, with paid vacation time

How to apply

To Apply: Interested candidates should apply to toteach@brooklynprospect.org and include a resume and cover letter, including how you learned about the position, and the position for which you are applying. *The subject line of your email MUST include the position name "Finance Coordinator".*

Applications will be reviewed as received.

Please note that due to the high volume of applications, we will only be able to notify those who meet our selection criteria.

Brooklyn Prospect is an equal opportunity employer and welcomes candidates of diverse backgrounds.

Brooklyn Prospect Charter School is seeking an experienced and strategic-thinking Head of Operations for our new Downtown Middle School!

This is a school-based staff position and will report to the school principal and closely liaise with campus and central office leadership.

The ideal candidate possesses a passion for or background in education, is knowledgeable about the charter movement, and has professional experience in operations, project management or office administration in a fast-paced environment. The Head of Operations is fully dedicated to the mission of Brooklyn Prospect, and committed to keeping the academic and personal success of our students as a core focus, while striving to grow professionally and support the operational excellence of the school. Candidate must be highly interested in general school administration and committed to growing in our organization as we expand.

About us:

Brooklyn Prospect Charter School is a K-12 college preparatory, International Baccalaureate (IB) community where excellent teachers prepare a diverse student body to have a positive impact on society and a lifelong passion for learning.

Our Core Values are:

- Curiosity: Develop sound judgment and intellect by asking questions confidently and thinking critically
- Respect: Value others by taking a local and global perspective and appreciating differences
- Persistence: Grow and learn by solving problems with determination, creativity and tenacity
- Passion: Succeed by approaching challenges with excitement, enthusiasm and self assurance

As part of the Brooklyn Prospect Team, you will enjoy a full-time position in a supportive and collaborative environment.

We are a growing organization and opportunities for development and success are readily available.

Check out our most recent updates: [BPCS News](#)

About you:

As Head of Operations, your initiatives will include:

Building & Safety Management:

- Oversee school-based Building Manager and/or custodial team/ liaise with co-located school building team
- Ensure facility is maintained to the highest standards of safety, cleanliness and appearance, so that the school may function optimally in the day-to-day, as well as for special events, etc.
- Plan and execute pre-opening plan for the building each year, including classroom assignments, furniture moves/ordering, key distribution/collection, punch list, etc.
- Coordinate security coverage schedule and oversee contracted security officers
- Coordinate internal space usage calendar for special events, meetings

- Maintain building safety and evacuation plans, and work with school culture team to train faculty on emergency readiness, coordinate drills, etc.
- Manage food service operations
- Oversee front office staff

Resource Management:

- Develop and manage system for asset management (log/track furniture and equipment inventory)
- Oversee Purchasing function to ensure school resource needs are met, and orders have been properly received and distributed
- Work with IT team to ensure staff are resourced with proper working equipment
- Serve as operational point person for campus staff
- Coordinate temps as needed
- Manage budgets

Student Operations Management:

- Oversee school Registrar and related functions, including student enrollment, records maintenance, student info database management, student scheduling and grade reporting
- Oversee ongoing development and day-to-day implementation of systems around all aspects of student operations, including student meals, attendance, health and transportation services

Staff Management:

- Oversee front office staff
- Manage a team of campus operations staff
- Hold regular 1:1 and team meetings
- Deliver formative and evaluative feedback
- Communicate appropriately and effectively with faculty, school leadership and the larger community

General:

- As part of a growing organization, contribute toward the development of standard operating procedures in all areas of influence, and continue to find new ways to improve quality and efficiency
- Collaborate with operations leaders across campuses to build organization-wide best practices

*The critical features of this job are described above; they may be subject to change at any time.

Candidate Requirements:

- Strong organizational skills
- Strong attention to detail
- Desire to learn and learns quickly

- At least 2-3 years working experience in a relevant field; Experience in a school environment ideal
- Working knowledge of Microsoft Office, especially Excel; Database experience a plus
- Previous management experience preferred
- Strong budget management experience
- Experience with financial reporting
- Takes initiative
- Collaborative spirit and skill
- Good communication skills
- Strong work ethic
- Ability to adapt in a dynamic environment

Salary & Benefits

- Competitive salary
- Full medical, dental, and vision benefits
- 401(k) w/ employer match
- Pre-tax commuter benefits



Below are two sample job descriptions from Brooklyn Prospect School. The Danbury Prospect School job descriptions will be quite similar.

Job Description: Middle School Principal

Brooklyn Prospect Charter School is seeking an experienced Middle School Principal to join our team!

This is a unique and exciting opportunity to lead and grow Brooklyn Prospect Charter School's already highly successful programs. Our flagship middle school is replicating and will open with 100 6th grade students in the 2016 -17 academic year, and will grow one grade per year with 100 new students arriving in 6th grade in subsequent years.

The middle school principal ("Principal") is the instructional leader of the Brooklyn Prospect Charter Middle School. Working under the direction of the Director of Academics, the Principal is responsible for implementing the existing cultural and instructional visions of the middle school.

The Principal oversees the day-to-day activities of the educational program and is the first point of contact for teachers and parents. The Principal, in consultation with the Director of Academics, is responsible for the hiring, training and evaluation of middle school faculty.

About us:

Serving kindergarten through twelfth grade, Brooklyn Prospect pairs students with excellent teachers in a college preparatory environment using the International Baccalaureate program. We prepare students to become global citizens and help them to develop the love of learning that provides the foundation for lifelong personal and academic success.

Brooklyn Prospect is committed to:

- Teaching the skills and habits of mind necessary for success in the global community
- Recruiting, training and retaining excellent teachers
- Reflecting the diversity of Brooklyn's neighborhoods

As part of the Brooklyn Prospect Team, you will enjoy a full time position in a supportive and collaborative environment, medical, dental and vision benefits, plus a 401k plan with employer contribution. We are a growing organization and opportunities for development and success are readily available.

Please check out our latest updates: Brooklyn Prospect was featured in [DNAinfo](#), [Education Next](#) and [USA Today](#) and is a founding member of the [National Coalition of Diverse Charter Schools](#).

About you:

As Principal, you will be fully dedicated to the mission of Brooklyn Prospect, and committed to keeping the academic and personal success of our students as a core focus.

As Principal, your initiatives include:



- Leading the program design of the middle school
- Overseeing, training and evaluating the middle teachers, teaching residents, and the middle school administrative team
- Designing and implementing an effective and ongoing professional development program
- Managing the school budget
- Fostering a collaborative professional environment in which faculty members are treated with the highest levels of professional respect
- Building a school culture in which faculty are empowered in school wide decision making in the areas of their professional expertise
- Serving on cross-divisional school leadership team
- Serving as one of the primary contacts for parents and families of Brooklyn Prospect Charter School students
- Ensuring the school's compliance with accountability measures as well as state and local laws and regulations

Candidate Requirements:

- Must be closely aligned with Brooklyn Prospect's mission
- Significant teaching experience in the middle school level
- Previous administrative experience
- Must enjoy working with very talented and dedicated colleagues
- Collaborative spirit and skill
- Excellent communication skills
- Ability to adapt in a dynamic environment
- A minimum of a bachelor's; master's highly preferred

Compensation:

- Commensurate with experience
- Medical, dental and vision benefits
- Pre-tax commuter benefits, health and dependant care spending accounts
- 401(k) with employer match
- As a full-time employee, the Principal would be eligible for preference in the admissions lottery

To Join our Team:

Please submit your resume and cover letter, including how you learned about the position, and the position for which you are applying via our website.

Please note that due to the high volume of applicants, we will only notify those who meet our selection criteria.

Brooklyn Prospect is an equal opportunity employer and welcomes candidates of diverse backgrounds.



Middle School Literacy Teacher Description

Brooklyn Prospect Charter School is seeking a dynamic and engaging Reading/Literacy teacher to join our Windsor Terrace Middle School team!

As faculty in a growing organization, you will play a vital role in school governance and curriculum development. You will help create and implement curriculum designed to teach our diverse community of students.

About us:

Brooklyn Prospect Charter School is a K-12 college preparatory, International Baccalaureate (IB) community where excellent teachers prepare a diverse student body to have a positive impact on society and a lifelong passion for learning.

Our Core Values are:

- **Curiosity:** Develop sound judgment and intellect by asking questions confidently and thinking critically
- **Respect:** Value others by taking a local and global perspective and appreciating differences
- **Persistence:** Grow and learn by solving problems with determination, creativity and tenacity
- **Passion:** Succeed by approaching challenges with excitement, enthusiasm and self assurance

As part of the Brooklyn Prospect Team, you will enjoy a full-time position in a supportive and collaborative environment.

We are a growing organization and opportunities for development and success are readily available.

Check out our most recent updates: [BPCS News](#)

About you:

As a Literacy/Reading teacher you will be immersed in an extraordinary learning community, allotted significant collaborative time, and offered many opportunities to grow professionally.

As part of a growing program, our teachers play a vital role in school governance and curriculum development.



Full-time teachers teach 4 sections of academic courses, lead an advisory and are committed to the mission of Brooklyn Prospect Charter School. Literacy/Reading teachers are also responsible for developing and implementing strategies to improve students' literacy and language fluency and ongoing development and implementation of the reading program.

Educational Background:

- A minimum of bachelor's (BA/BS) in a related field
- A master's and above, is preferable

Teaching Requirements:

- Current and valid New York State Teaching License
- Experience teaching Reading and Literacy in various disciplines
- Experience with the IB Middle Years Program (MYP) and/or Diploma Program (DP) is a plus.

About the Benefits:

- Salary is competitive with NYC Department of Education (DOE)
- Medical, Dental and Vision Benefits
- 401k with employer match
- Pre-tax commuter benefits

To Apply:

Interested candidates must apply via our website and include a resume and cover letter, including how you learned about the position, and the position for which you are applying.

Applications will be reviewed as received. Please note that due to the high volume of applicants, we will only notify those who meet our selection criteria.

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Principal Evaluation Rubric

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Principal Evaluation Timeline

| | |
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| Academic Director conducts goal setting conferences with principals based on previous year evaluation data | August-September |
| 360° survey data collected and analyzed. Principals submit evidence of progress on annual goals | December-January |
| Academic Director conducts mid-year evaluation conferences with principals. | February- March |
| 360° survey data collected and analyzed | May-June |
| Principals submit evidence of progress on annual goals | June |
| Academic Director conducts comprehensive evaluation conferences with principals. Δ | July- August |

Methods of Collecting Data for the Principal Evaluation

| Criteria | Evidence of Performance |
|--------------------------|--|
| Data | Growth on interims, DH/Teacher action plan review, observe data meetings, DDI assessment rubric |
| Observation & Feedback | Co-observations, video DH 1:1's feedback, review of DH Teachboost Observations + action steps |
| Recruiting & Retaining | Teacher SMART retention data (# of ineffective teachers returning; # of irreplaceables retained), hiring timeline & new hire quality |
| Professional Development | Review of PD plans, PD observation, review of teacher feedback from PD, manifestation of pd objectives in teacher practice |
| Student Culture | Walkthrough w/ Culture Rubric, Circle/Assembly observation, discipline/suspension data, student survey data |
| Adult Culture | Staff/Teacher survey data, meeting observations, informal conversations w/ staff/teachers |

1

Evaluation Summary Page

Principal's name:

School:

Evaluator Name:

School year:

| SECTION #1: GOALS & PROGRESS | |
|------------------------------|---|
| | Rating (Ineffective, Partially Effective, Effective, Highly Effective) |
| Student Achievement Goal | |
| Teaching & Learning Goal | |
| Leadership Goal | |
| Operations Goal | |
| Overall Rating | |

| SECTION #2: KEY LEADERSHIP SKILLS & COMPETENCIES | |
|--|---|
| Criteria | Rating (Ineffective, Partially Effective, Effective, Highly Effective) |
| Data | |
| Observation & Feedback | |
| Recruiting & Retaining | |

Principal Evaluation Rubric

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| | |
|--------------------------|--|
| Professional Development | |
| Student Culture | |
| Adult Culture | |
| Overall Rating | |

| SECTION #3: SUCCESS OUTCOME MEASURES | Rating (Ineffective, Partially Effective, Effective, Highly Effective) |
|--------------------------------------|--|
| Overall Rating | |

PRINCIPAL'S OVERALL PERFORMANCE: _____ Ineffective _____ Partially Effective _____ Effective _____ Highly Effective

GOALS FOR IMPROVEMENT:

Principal's signature _____

Date _____

(The principal's signature indicates that he or she has seen and discussed the evaluation; it does not necessarily denote agreement with the report.)

Supervisor's signature _____

Date _____

3

Principal Evaluation Rubric

4

This appraisal form is divided into three sections. The first section is an appraisal of your identified school-wide goals. The second section is an appraisal of your key competencies- those skills and abilities that are essential for success in your role as a principal. The third section is an appraisal of your performance based on specific goals and metrics established by the board of directors in discussion with Brooklyn Prospect's Directors. At the end of the entire rubric you will find a summary of your overall performance.

| SECTION #1: GOALS & PROGRESS | | | | |
|------------------------------|--|---|-------------------------|--------------------------------------|
| Domains | Ineffective (Did Not Approach Meeting Goal) | Partially Effective (Partially Met Goal) | Effective (Met Goal) | Highly Effective (Surpassed Goal) |
| A) Student Achievement Goal | | | | |
| B) Leadership Goal | | | | |
| C) Teaching & Learning Goal | | | | |
| D) Operations Goal | | | | |
| Comments: | | | | |

| SECTION #2: KEY LEADERSHIP SKILLS & COMPETENCIES | | | |
|--|---|--|---|
| | Ineffective | Partially Effective | Effective |
| Data | <ul style="list-style-type: none"> Is inattentive to important school data. Collected data does not influence decisions made. Assessment calendar includes | <ul style="list-style-type: none"> Limited data available for analysis. Some analysis of data is conducted and used to identify actions, however, with limited | <ul style="list-style-type: none"> Leads the school to collect and analyze data in several key areas 2-3 times per year. Communicates data to relevant stakeholders and acts on a convincing theory of action for |

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Principal Evaluation Rubric

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| | | | | |
|-----------------------------------|---|--|--|--|
| | few or none of the items needed for proficient implementation. | follow through. <ul style="list-style-type: none"> Assessment calendar includes some but not all of the items needed for proficient analysis and action. | improvement toward school goals including closing the achievement gap. <ul style="list-style-type: none"> Establishes an assessment calendar that includes time for assessment implementation, analysis, action plans, and re-teaching which everyone is expected to follow. | <p>students or sub groups not making progress.</p> <ul style="list-style-type: none"> Communicates data to relevant stakeholders, inspiring buy-in and action for robust, research-based theories of action for improvement toward school goals including closing the achievement gap. Establishes and communicates an assessment calendar that includes time for assessment creation/adaptation, implementation, analysis, action plans, and re-teaching with consistent accountability to do so. |
| Observation & Feedback | <ul style="list-style-type: none"> Only observes teachers in annual or bi-annual formal observation visits. TeachBoost is used infrequently. Does not accurately assess teacher performance. Provides little to no accountability to department heads for maintaining regular observations of teachers. | <ul style="list-style-type: none"> Tries to get into classrooms but is often distracted by other events and rarely provides timely feedback via TeachBoost. Accurately assesses teacher performance. Department heads observe teachers once a month on average and provide feedback to teachers that is marginally helpful. | <ul style="list-style-type: none"> Makes on average 1-2 strategically focused yet unannounced visits to classrooms every day and gives feedback based on the needs of the teacher via TeachBoost. TeachBoost feedback identifies the highest-leverage, observable, measurable and bite-sized action step the teacher needs to take for growth. Behaviors are tagged to the observation framework and consistently rated. Ensures that all teachers are observed by a department head at least two times per month followed by feedback on high-leverage action steps for which teachers are held accountable. | <ul style="list-style-type: none"> Makes more than 2 unannounced visits on average to classrooms every day and gives helpful, face-to-face and Teachboost feedback to teachers within 24 hours. Has an in-depth knowledge of pedagogy and strategies for improving instructional practices and uses this knowledge to coach department heads on effective supervision and evaluation. Ensures that all teachers are observed by a department head more than two times per month followed by feedback on high-leverage action steps for which teachers are held accountable. |

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Principal Evaluation Rubric

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| | | | | |
|-----------------------------------|---|--|---|---|
| Recruiting & Retaining | <ul style="list-style-type: none"> • Fails to fill all necessary positions before the start of the school year. • Inaccurately assesses candidate competencies. • Avoids conflict, difficult conversations, or work required to exit persistently low performing teachers. | <ul style="list-style-type: none"> • Makes last-minute appointments to teaching vacancies based on candidates who are available. • Mixed retention of irreplaceable and ineffective teachers. | <ul style="list-style-type: none"> • Effectively assesses candidate competencies to hire candidates that are high quality and match school needs. • Retains irreplaceable teachers who share the school's vision. • Counsels out or dismisses all persistently ineffective teachers, following contractual requirements. | <p>Effective Plus...</p> <ul style="list-style-type: none"> • Effectively builds teachers competency thus increasing the number of teachers who are categorized as irreplaceable based on their students' achievement. |
| Professional Development | <ul style="list-style-type: none"> • Provides professional development workshops that minimally engage staff or improve instruction. | <ul style="list-style-type: none"> • Provides professional development workshops that are not aligned with school's needs, have limited impact on instructional practices, and is rarely evaluated and adjusted to improve effectiveness. | <ul style="list-style-type: none"> • Orchestrates high quality professional learning tuned to staff needs. • Re-evaluates professional development workshops to ensure that they further effective classroom practices across the school. Intervenes when data shows low impact. • Delivery of professional development workshops model highly effective teaching practices. | <ul style="list-style-type: none"> • Regularly disaggregates data to identify teacher-specific trends, strengths, and growth areas. Uses data to provide differentiated, job-embedded, high quality and varied (such as coaching, mentoring, workshops, school visits, etc) professional learning. • Continually re-evaluates the entire professional development program to ensure that it furthers effective classroom practices across the school. Intervenes when data shows low impact. • Professional development workshops leverage high-performing teachers to develop others. |
| Student Culture | <ul style="list-style-type: none"> • Ensures that well-defined student-behavior standards, routines, and consequences are in place but enforces the rules inconsistently. | <ul style="list-style-type: none"> • Ensures that well-defined student-behavior standards, routines, and consequences are in place. • Urges staff to demand adherence to school-wide behavior standards and routines, but allows different | <ul style="list-style-type: none"> • Builds a strong, warm-strict, culture of learning and scholarship by establishing and reinforcing clear, student-behavior standards, routines, and consequences. • Deals effectively with any disruptions to teaching and | <ul style="list-style-type: none"> • Gets strong community-wide buy-in for establishing and reinforcing clear, student behavior standards, routines, and consequences. • Deals swiftly and effectively with all disruptions to teaching and learning, analyzes patterns, |

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Principal Evaluation Rubric

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| | | | | |
|----------------------|---|--|--|---|
| | | standards in different classrooms. | learning, analyzes patterns, and works on prevention. <ul style="list-style-type: none"> Monitors the extent to which stakeholders share the perception that the school environment is safe and orderly. Balances positive recognition and celebrations with discipline and consequences to ensure that students and staff take pride in their school. | and ensures prevention. <ul style="list-style-type: none"> Uses multiple strategies to monitor the extent to which stakeholders share the perception that the school environment is safe and orderly. Balances positive recognition and celebrations with discipline and consequences to ensure that students and staff exhibit leadership and take pride in their school. |
| | | | Implements systems to ensure the code of conduct and positive and negative consequences are consistently and fairly implemented. Works with the leadership team to support students' social and emotional development and respects and values each student in the school. Fosters strong connections among students and adults. Ensures that the school environment is safe and secure. | |
| Adult Culture | <p>Errodes a supportive adult culture and relationships by...</p> <ul style="list-style-type: none"> inconsistently modeling poise and professionalism becoming defensive when receiving feedback communicating in ways that disempower others or cause others to disengage. lacking leadership or strategies to move adults to action. | <p>Partially builds a supportive adult culture and relationships by...</p> <ul style="list-style-type: none"> considering other perspectives but often moves ahead with own decisions. becoming paralyzed by trying to reach consensus or appease others setting an optimistic tone with stakeholders but may not successfully move adults to take action to achieve goals. | <p>Builds a supportive adult culture and establishes strong and trusting relationships by...</p> <ul style="list-style-type: none"> always modeling poise and professionalism, even when under pressure leading with a positive tone proactively resolving disagreements engaging in difficult conversations effectively by articulating a clear point of view | <p>Effective Plus...</p> <ul style="list-style-type: none"> Coaches others to tailor communication and maintain poise and professionalism, even when under pressure. |

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Principal Evaluation Rubric

8

| | | | | | |
|-----------|--|--|--|--|--|
| | | | | <p>in a coherent, concise, and compelling manner.</p> <ul style="list-style-type: none"> • learning from and encouraging dissenting voices to gain new perspective in order to make informed decisions that are in the best interest of students • communicating regularly and tailoring communications to improve impact on and perception by others. | |
| Comments: | | | | | |

Principal Evaluation Rubric

9

| SECTION #3: HIGH SCHOOL SUCCESS OUTCOME MEASURES | | | | | | |
|---|---|-------------------------------|--------------------|----------|----------------|--|
| Guiding Question | Metric | Did Not Approach Meeting Goal | Partially Met Goal | Met Goal | Surpassed Goal | |
| Question 1: Are students who stay at BPCS achieving excellence? | Veteran students outperform new students | | | | | |
| Question 2: Are BPCS students competitive locally and nationally? | BPCS students outperform city and state on SAT average | | | | | |
| | BPCS students outperform city and state in College Readiness for English and Mathematics Regents Exams | | | | | |
| | Black and latino students show more growth on PSAT 10 PSAT 11 & SAT12 over white and asian counterparts | | | | | |
| Question 3: Is BPCS increasing performance of underserved groups and closing the achievement gap? | FRL students show more growth on PSAT 10 PSAT 11 & SAT12 over non FRL | | | | | |
| | African-american and hispanic students outperform district and state | | | | | |
| Question 4: Are BPCS students prepared for college and succeeding in college? | 100% of students in each graduating class will graduate | | | | | |
| | 100% admission to college | | | | | |

9

Principal Evaluation Rubric

10

| | | | | | | |
|--|--|--|--|--|--|--|
| Question 5: Are BPCS faculty effective levers for student success? | 65% enrollment in full IBDP | | | | | |
| | 65% of each graduating class will be eligible for college credit in at least two IB courses that culminate in an exam | | | | | |
| | 100% of each graduating class will be eligible for college credit in at least one IB courses that culminate in an exam | | | | | |
| | 100% of DP cohort students pass the extended essay | | | | | |
| | 100% of students graduate having completed an independent research project. | | | | | |
| | 75% of faculty show growth on teacher effectiveness (evaluation) metrics | | | | | |
| | 70% of faculty are certified in the subjects they teach | | | | | |
| | 90% of Irreplaceable faculty are retained year to year | | | | | |

| SECTION #3: GRADES 3-8 SUCCESS OUTCOME MEASURES | | | | | | |
|---|--------|-------------------------------|--------------------|----------|----------------|--|
| Guiding Question | Metric | Did Not Approach Meeting Goal | Partially Met Goal | Met Goal | Surpassed Goal | |

Principal Evaluation Rubric

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| | | | | | | |
|---|--|--|--|--|--|--|
| Question 1: Are students who stay at BPCS achieving excellence? | Veteran students outperform new students | | | | | |
| | Student retention remains above 75% 8-9th grade | | | | | |
| Question 2: Are BPCS students competitive locally and nationally? | BPCS students outperform city and state on NYSCCA | | | | | |
| | BPCS growth higher than city and state on NYSCCA | | | | | |
| | BPCS scores in top 3 amongst district 15 middle schools | | | | | |
| Question 3: Is BPCS increasing performance of underserved groups and closing the achievement gap? | Racial achievement gap decreases each year | | | | | |
| | Economic achievement gap decreases each year | | | | | |
| | African-american and hispanic students outperform comparable groups at the state & district levels | | | | | |
| Question 4: Are BPCS students prepared for college and succeeding in college? | 95% of 8th grade students pass the personal project | | | | | |

11

| | | | | | | |
|--|--|--|--|--|--|--|
| Question 5: Are BPCS faculty effective levers for student success? | 75% of faculty show growth on teacher effectiveness (evaluation) metrics | | | | | |
| | 70% of faculty are certified in the subjects they teach | | | | | |
| | 90% of Irreplaceable faculty are retained year to year | | | | | |

Principal's overall performance:

_____ Ineffective _____ Partially Effective _____ Effective _____ Highly Effective

Comments:

Academic Director's signature _____ Date _____

Principal's signature _____ Date _____



EMPLOYEE HANDBOOK

Issue Date: 07/01/2016

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BROOKLYN PROSPECT CHARTER SCHOOL WELCOME

Dear Colleague,

Welcome to the Brooklyn Prospect Charter School ('the School' or 'Brooklyn Prospect') team. Brooklyn Prospect wishes its employees to be informed about the many benefits and services provided to the employees of the School, and the policies and procedures applicable to your employment. This Employee Handbook was developed to describe some of the expectations that we have of our employees and to outline the policies, programs, and benefits available to eligible employees. Employees should familiarize themselves with the contents of the Employee Handbook as soon as possible, for it will answer many questions about employment with Brooklyn Prospect.

It is the intention of the School to create a set of policies that allows, expects and honors the highest level of professionalism from the entire faculty and staff.

This handbook (the 'Handbook') is for informational purposes only and does not constitute a contract of employment, either express or implied, for any specific duration.

While every attempt has been made to create these personalized policies consistent with federal, state and local law, if an inconsistency arises the policy(s) will be enforced consistent with the applicable law.

The School will be bound by all of the provisions contained in the New York State Charter School Act, the School's charter as authorized by the State University of New York and, as applicable, the regulations of the New York State Education Department. No representative of Brooklyn Prospect Charter School, other than the School's Executive Director, has the authority to enter into an agreement to the contrary. In order to be valid, any such agreement must be made in writing and signed by the Executive Director.

No Employee Handbook can anticipate every circumstance or question about policy. As Brooklyn Prospect continues to grow, the need may arise to revise the Employee Handbook. Brooklyn Prospect reserves the right to modify, rescind, delete, or supplement provisions of the Handbook, or add provisions to the Handbook without advance notice, as required. If any questions should arise, employees should contact Human Resources to confirm that the item is still current.

In addition, the Board of Directors or Trustees of the School may set administrative policies. Employees are expected to adhere to such policies. Every effort will be made to keep employees informed of all changes to law, regulation and policy.

Possession of the Handbook does not necessarily make employees eligible for the various benefits described. Employees may need to satisfy certain eligibility requirements before obtaining coverage. In some instances, local, state or federal laws may impose certain requirements, in addition to those stated as company policy. In any situation where insurance or other benefit plans are concerned, the official plan documents and insurance contracts will always prevail over statements contained in the Handbook.

Your Employee Handbook will supersede any previous employee handbook or policy manual that may have been previously been provided to employees. These policies are not a legal document and do not constitute an employment contract.

We look forward to working with you!

Sincerely,

Daniel K. Rubenstein
Executive Director
Brooklyn Prospect Charter School

MISSION AND CORE VALUES

Brooklyn Prospect Charter School is a K-12 college preparatory community where excellent teachers prepare a diverse student body to have a positive impact on society and a lifelong passion for learning.

Our Core Values Are:

- **Curiosity**
Develop sound judgment and intellect by asking questions confidently and thinking critically
- **Respect**
Value others by taking a local and global perspective and appreciating the differences
- **Persistence**
Grow and learn by solving problems with determination, creativity and tenacity
- **Passion**
Succeed by approaching challenges with excitement, enthusiasm and self-assurance

1-1 Nature of Employment

If your position requires you to fulfill additional pre-employment criteria, such as a background investigation and/or fingerprinting, and if you have been offered employment before those criteria are completed, your employment is contingent upon the satisfactory fulfillment of those criteria.

1-2 Employee Relations

Brooklyn Prospect believes that the work conditions, wages, and benefits it offers to its employees are competitive with those offered by other employers in this area and in this industry. If employees have concerns about work conditions or compensation, they are strongly encouraged to voice these concerns openly and directly to their supervisors and/or to Human Resources.

Our experience has shown that when employees deal openly and directly with supervisors, the work environment can be excellent, communications can be clear, and attitudes can be positive. We believe that Brooklyn Prospect amply demonstrates its commitment to employees by responding effectively to employee concerns.

1-3 Equal Employment Opportunity

Brooklyn Prospect is an Equal Opportunity Employer and does not discriminate against any person because of race, color, creed, religion, sex, gender, national origin, alienage, disability, age or perceived age, genetic information, predisposing genetic characteristics, pregnancy, marital status, sexual orientation, partnership status, military status, domestic violence victim status or any other characteristic protected by law (referred to as "protected status"). This nondiscrimination policy extends to all terms, conditions and privileges of employment as well as the use of all company facilities, participation in all company-sponsored activities, and all employment actions such as promotions, compensation, benefits and termination of employment. In order to provide equal employment and advancement opportunities to all individuals, employment decisions at Brooklyn Prospect will be based on merit, qualifications, and abilities.

In accordance with applicable law, Brooklyn Prospect is committed to a work environment that is free of discrimination and unlawful harassment of any kind and on any basis prohibited by law, including unwelcome advances, requests for sexual favors, offensive language, or other offensive verbal, graphic, or physical conduct relating to an employee's race, citizenship, color, sex, age, disability, religion, national origin, marital status, sexual orientation, status as a veteran, ancestry, or any other factor protected by law, whether implied or explicit. Brooklyn Prospect reaffirms its compliance with applicable law governing nondiscrimination in employment.

Brooklyn Prospect provides equal employment opportunity for qualified persons with disabilities. The School will make reasonable accommodations for qualified individuals with known disabilities unless doing so would result in an undue hardship. This policy governs all aspects of employment, including selection, job assignment, compensation, discipline, termination, and access to benefits and training.

Any employees with questions or concerns about any type of discrimination in the workplace are encouraged to bring these issues to the attention of their immediate supervisor at the School and/or the Human Resources department. Employees can raise concerns and make reports without fear of reprisal. Anyone found to be engaging in any type of unlawful discrimination will be subject to disciplinary action, up to and including termination of employment.

1-4 Business Ethics and Conduct

The successful business operation and reputation of the School is built upon the principles of fair dealing and ethical conduct of our employees. Our reputation for integrity and excellence requires careful observance of the spirit and letter of all applicable laws and regulations, as well as a scrupulous regard for the highest standards of conduct and personal integrity.

The continued success of Brooklyn Prospect is dependent upon our stakeholders' trust and we are dedicated to preserving that trust. Employees owe a duty to the School to act in a way that will merit the continued trust and confidence of the public.

Brooklyn Prospect will comply with all applicable laws and regulations and expects its directors, officers, and employees to conduct business in accordance with the letter, spirit, and intent of all relevant laws and to refrain from any illegal, dishonest, or unethical conduct.

In general, the use of good judgment, based on high ethical principles, will guide you with respect to lines of acceptable conduct. If a situation arises where it is difficult to determine the proper course of action, the matter should be discussed openly with your immediate supervisor at the School and, if necessary, with the School's Human Resources department.

Compliance with this policy of business ethics and conduct is the responsibility of every School employee. Disregarding or failing to comply with this standard of business ethics and conduct could lead to disciplinary action, up to and including possible termination of employment.

1-5 Personal Relationships in the Workplace

The employment of relatives of school employees, or individuals involved in a dating relationship in the same area of an organization may cause conflicts of interest and problems with favoritism and employee morale. In addition to claims of partiality in treatment at work, personal conflicts from outside the work environment can be carried over into day-to-day working relationships.

For purposes of this policy, a relative is any person who is related by blood or marriage, or whose relationship with the employee is similar to that of persons who are related by blood or marriage. A dating relationship is defined as a relationship that may be reasonably expected to lead to the formation of a consensual "romantic" or sexual relationship.

A relative of a current employee may not occupy a position in which he or she will work directly

for, or supervise, the relative. An individual involved in a dating relationship with a current employee also may not occupy a position in which he or she will work directly for or supervise the employee with whom they are involved in a dating relationship. The School also reserves the right to take prompt action if an actual or potential conflict of interest arises involving relatives or individuals involved in a dating relationship who occupy positions at any level (higher or lower) in the same line of authority that may affect the review of employment decisions.

If a relative relationship or dating relationship is established after employment between employees who are in a reporting situation described above, it is the responsibility and obligation of the supervisor involved in the relationship to disclose the existence of the relationship to management. School management will examine the situation and respond as appropriate to ensure a professional environment is maintained.

In other cases where a conflict or the potential for conflict arises because of the relationship between employees, even if there is no line of authority or reporting involved, the employees may be separated by reassignment or terminated from employment. Employees should refrain from public workplace displays of affection or excessive personal conversation.

1-6 Immigration Law Compliance

Brooklyn Prospect is committed to employing only United States citizens and aliens who are authorized to work in the United States and do not unlawfully discriminate on the basis of citizenship or national origin.

In compliance with the Immigration Reform and Control Act of 1986, each new employee, as a condition of employment, must complete Employment Eligibility Verification Form I-9 and present documentation establishing identity and employment eligibility. Former employees who are rehired may also be required to complete the form.

Employees with questions or seeking more information on immigration law issues are encouraged to contact Human Resources. Employees may raise questions or complaints about immigration law compliance without fear of reprisal.

1-7 Conflicts of Interest

Employees have an obligation to conduct themselves within guidelines that prevent actual or potential conflicts of interest from arising. This policy establishes only the framework within which the School intends to operate. The purpose of these guidelines is to provide general direction so that employees can seek further clarification on issues related to the subject of acceptable standards of operation. Contact Human Resources for more information or questions about conflicts of interest.

Transactions with outside firms must be conducted within the framework established and using the standards preset by the School.

An actual or potential conflict of interest occurs when an employee is in a position to influence a decision that may result in a personal gain for that employee or for a relative as a result of the School's business dealings. For the purposes of this policy, a relative is any person who is related by blood or marriage, or whose relationship with the employee is similar to that of persons who are related by blood or marriage.

No "presumption of guilt" is created by the mere existence of a relationship with outside firms. However, if employees have any influence on transactions involving purchases, contracts, or leases, it is imperative that they disclose to the Executive Director of the School as soon as possible the existence of any actual or potential conflict of interest so that safeguards can be established to protect all parties.

Personal gain may result not only in cases where an employee or relative has a significant ownership in a firm with which the School does business, but also when an employee or relative receives any kickback, bribe, substantial gift, or special consideration as a result of any transaction or business dealings involving the School.

1-8 Outside Employment and Student Tutoring

Employees may hold outside jobs as long as they continue to meet the performance standards of their job with the School. All employees will be judged by the same performance standards and will be subject to the Brooklyn Prospect's scheduling demands, regardless of any existing outside work requirements.

If Brooklyn Prospect determines that an employee's outside work interferes with performance or the ability to meet the requirements of the School as they are modified from time to time, the employee may be asked to terminate the outside employment if he or she wishes to remain with Brooklyn Prospect.

Outside employment that constitutes a conflict of interest is prohibited. Employees may not receive any income or material gain from individuals outside the School for materials produced or services rendered while performing their duties for the School.

In addition, members of the School's faculty may not tutor students currently enrolled at the School for pay or other compensation.

1-9 Non-Disclosure

The protection of confidential business information and trade secrets is vital to the interests and the success of the School. Every employee must take reasonable precautions to prevent the unauthorized disclosure of confidential information. Such confidential information includes, but is not limited to, the following examples:

- financial information
- payroll records
- personnel records

- student and family records

All employees may be required to sign a non-disclosure agreement as a condition of employment. Employees who improperly use or disclose trade secrets or confidential business information will be subject to disciplinary action, up to and including termination of employment, even if they do not actually benefit from the disclosed information.

1-10 Disability Accommodations

Brooklyn Prospect is committed to complying fully with the Americans with Disabilities Act (ADA) and applicable state and local laws and to ensuring equal opportunity in employment for qualified persons with disabilities. All employment practices and activities are conducted on a non-discriminatory basis.

Hiring procedures are designed to provide persons with disabilities meaningful employment opportunities. Pre-employment inquiries are made only regarding an applicant's ability to perform the duties of the position.

Reasonable accommodations for qualified individuals with known disabilities will be made unless to do so would cause an undue hardship for the School. All employment decisions are based exclusively on the merits of the situation in accordance with defined criteria.

Qualified individuals with disabilities are entitled to equal pay and other forms of compensation (or changes in compensation) as well as in job assignments, classifications, organizational structures, position descriptions, lines of progression, and seniority lists. Leave of all types will be available to all employees on an equal basis.

The School is also committed to not discriminating against any qualified employees or applicants because they are related to or associated with a person with a disability. Brooklyn Prospect will follow any state or local law that provides individuals with disabilities greater protection than the ADA.

This policy is neither exhaustive nor exclusive. Brooklyn Prospect is committed to taking all other actions necessary to ensure equal employment opportunity for persons with disabilities in accordance with the ADA and all other applicable federal, state, and local laws.

2-1 Employment Categories

It is the intent of the School to clarify the definitions of employment classifications so that employees understand their employment status and benefit eligibility. These classifications do not guarantee employment for any specified period of time.

Each employee is designated as either **NONEXEMPT** or **EXEMPT** from federal and state wage and hour laws. **NONEXEMPT** employees are entitled to overtime pay under the specific provisions of federal and state laws. **EXEMPT** employees are excluded from specific provisions

of federal and state wage and hour laws. An employee's **EXEMPT** or **NONEXEMPT** classification may be changed only upon written notification by management.

For the purposes of employment categorization, **FULL-TIME** employees are those who are regularly scheduled to work at least 75% of their departments full-time schedule. Generally, they are eligible for Brooklyn Prospect's benefits package, subject to the terms, conditions, and limitations of each benefit program. Typically, these employees work thirty (30) or more hours per week.

PART-TIME employees are those who work continuously for a specified number of hours per week that is less than a regular schedule of thirty (30) or more hours per week. Part-time employees receive all legally mandated benefits (such as Social Security, workers' compensation insurance, and sick time).

2-2 Access to Personnel Files

The School maintains a personnel file on each employee. The personnel file includes such information as the employee's job application, resume, records of training, W-2 and I-9 forms, certifications, documentation of performance appraisals and salary increases, and other employment records, in certain instances as required by applicable laws.

Personnel files are the property of Brooklyn Prospect, and access to the personnel files is restricted. Generally, only supervisors and management personnel of the School who have a legitimate reason to review information in a file are allowed to do so.

Employees who wish to review their own file should contact the Human Resources. With reasonable advance notice, employees may review their own personnel files in the Human Resources office and in the presence of an individual appointed by the School to maintain the files.

2-3 Employment Reference Checks; Fingerprinting and Background Checks

To ensure that individuals who join Brooklyn Prospect are well qualified and have a strong potential to be productive and successful, it is the policy of the School to check the employment references of all applicants.

The Human Resources department, representing the school, will respond to external reference check inquiries, confirming only dates of employment and position(s) held. No employment data will be released without a written authorization and release signed by the individual who is the subject of the inquiry. If you have questions, please contact Human Resources.

The School shall establish, maintain and implement procedures for conducting background checks (including a fingerprint check for a criminal record) of all school employees and prospective employees (whether part or full time) of the School, as well as any individual who has regular access to the students enrolled in the school (including, but not limited to, employees and agents of any company or organization which is a party to a contract to provide services to the School) to the extent required by subdivision 2854(3)(a-2) of the Education Law and the

applicable requirements of the Safe Schools Against Violence in Education Legislation (Chapter 180 of the laws of 2000) and 8 N.Y.C.R.R. part 87. The School may, but is not required to, conduct any and all other background checks permitted by law. Failure to submit to and cooperate with a background check may result in the School's decision to not offer a position to a prospective employee or to terminate an existing employment relationship.

2-4 Personnel Data Changes

It is the responsibility of each employee to promptly notify Brooklyn Prospect of any changes in personnel data. Personal mailing addresses, telephone numbers, number and names of dependents, individuals to be contacted in the event of an emergency, educational accomplishments, and other such status reports should be accurate and current at all times. If any personnel data has changed, notify Human Resources immediately.

2-5 Performance Evaluations & Certification

Supervisors and employees are strongly encouraged to discuss job performance and goals on an informal, day-to-day basis. Formal performance evaluations are conducted to provide both supervisors and employees the opportunity to discuss job tasks, identify and correct weaknesses, encourage and recognize strengths, and discuss positive, purposeful approaches for meeting goals.

The performance of all employees is generally evaluated on an ongoing cycle. Performance evaluations may address professionalism, performance, attitude, progress and any other factor relevant to assessing the employee's overall performance.

In addition to Performance Evaluation, full- and part-time Teaching Faculty certification status will be tracked and reported upon during the year and discussed during formal performance evaluations.

Similar to professionals in many fields, Brooklyn Prospect expects its teaching faculty to maintain all mandated professional certifications. As a member of Brooklyn Prospect Charter School's instructional faculty, maintaining a current and valid New York teaching certification is your professional responsibility.

While responsibility for your certification lies solely with you, the School provides support by contracting with the New York City Charter School Center's (the "Center") certification counseling services. If, at the start of your contract term you are not certified, are certified in another state, or your current certification will expire during the contract term, it is your responsibility to determine the required steps toward achieving certification, including but not limited to the completion of coursework, tests and workshops.

Teaching faculty are given a maximum 2 years from the beginning of their first contract term to achieve valid certification. If you have not achieved certification by the end of your second contract year the School reserves the right to take any actions it deems reasonable including, without limitation, non-renewal of your teaching agreement at the end of the term, or non-

progression to the next step on the salary scale.

3-1 Employee Benefits

Eligible employees at Brooklyn Prospect are provided a wide range of benefits. A number of the programs (such as Social Security, workers' compensation, state disability, and unemployment insurance) cover all employees in the manner prescribed by law.

Benefits eligibility is dependent upon a variety of factors, including employee classification. Your supervisor can identify the programs for which you are eligible. Details of many of these programs can be found in the Employee Benefits Guide, available from Human Resources.

The following benefit programs are available to eligible employees:

- Medical Insurance
- Dental Insurance
- Vision Care Insurance
- Flexible Spending Accounts
- Commuter Benefits
- Life Insurance
- Long-Term Disability
- Short-Term Disability
- 401(k) Savings Plan
- Employee Assistance Program
- Direct Deposit
- Voluntary Benefits

A Benefits Enrollment package (for enrollment in Medical, Dental, Vision, Flexible Spending Accounts, Life and LTD) will be emailed to newly eligible employees within a few days of their hire date, or the date of their transfer to a benefits-eligible position. If a Benefits Enrollment Package is not received in a timely manner, please contact Human Resources to request an enrollment package. Each enrollment package will have a return deadline for eligibility. If employees miss the return deadline they must wait until the next Open Enrollment period to enroll in these benefits.

Retirement Plan (401(k) Plan)

The School offers a 401(k) plan to all eligible employees, provided by Empower Retirement. Under this plan, employees are deducted a portion of their current gross pay before taxes and are able to invest that portion in accordance with applicable federal and state guidelines governing deferred compensation programs and with procedures established by the School. The plan's provider shall govern the specifics of the plan.

All eligible new employees, including full- and part-time employees, will be enrolled in the Brooklyn Prospect Charter School Retirement plan at a rate of 2% of their gross pay on the first day of the month following their start date. This 2% will be matched by Brooklyn Prospect Charter School on a vesting schedule detailed below. An employee may choose to increase or decrease the amount to be invested in the 401(k) plan at any time by updating their information

on the Empower Retirement website. Employees may also opt-out of the plan at any time by contacting Human Resources.

The School offers 401(k) matching as follows:

- the School matches employee contributions up to 4% of total salary per year; and
- each employee vests 50% in the School matching funds after 2 years of continued service and 100% after 3 years of continued service). Note that staff have immediate and 100% vesting in their own contributions.

In accordance with federal guidelines, employees are subject to a maximum limit per year on deferred compensation. While Brooklyn Prospect will ensure that no amount beyond the maximum allowable annual contribution is set aside, employees should take every reasonable precaution to ensure that the per-paycheck amount of income requested to be deferred will not cause such limits to be exceeded in any given year.

3-2 Benefits Continuation (COBRA)

The federal Consolidated Omnibus Budget Reconciliation Act (COBRA) gives employees and their qualified beneficiaries the opportunity to continue health insurance coverage under Brooklyn Prospect's health plan when a "qualifying event", such as a termination of employment or unpaid personal leave, would normally result in the loss of eligibility for the School's medical benefits. Spouses and dependents of an employee may also be entitled to continued coverage under COBRA.

Under COBRA, the employee or beneficiary pays the full cost of coverage at Brooklyn Prospect's group rate plus an administration fee. Brooklyn Prospect provides each eligible employee with a written notice describing rights granted under COBRA when the employee, or the employee's spouse or dependents, becomes eligible for coverage under Brooklyn Prospect's health insurance plan. The notice contains important information about the COBRA beneficiary's rights and obligations.

Please refer to the Summary Plan Description or contact Human Resources for additional information.

3-3 Workers' Compensation Insurance

As required by law, Brooklyn Prospect maintains a comprehensive workers' compensation insurance program at no cost to employees. This program covers any injury or illness sustained in the course of employment that requires medical, surgical, or hospital treatment. Subject to the applicable legal requirements, workers compensation insurance provides benefits after a waiting period.

Employees who sustain work-related injuries or illnesses must inform their supervisor and Human Resources immediately but in no event later than 10 days after the occurrence of the injury or illness. No matter how minor an on-the-job injury may appear, it is important that it be reported immediately. This will enable an eligible employee to qualify for coverage as quickly as

possible. An employee who fails to timely report an injury or illness that occurred while working may jeopardize his or her right to collect workers' compensation payments.

Neither Brooklyn Prospect nor the insurance carrier will be liable for the payment of workers' compensation benefits for injuries that occur during an employee's voluntary participation in any off-duty recreational, social, or athletic activity sponsored by the School.

3-4 Employee Assistance Program

Through the WorkLifeMatters Employee Assistance Program (EAP), the School provides confidential access to professional counseling services for help in confronting personal problems such as alcohol and other substance abuse, marital and family difficulties, financial or legal troubles, and emotional distress. The EAP is available to all full-time employees and their immediate family members and offers problem assessment, short-term counseling, and referral to appropriate community and private services.

The EAP is strictly confidential and is designed to safeguard the employee's privacy and rights. Information given to the EAP counselor may be released only if requested by the employee in writing. All counselors are guided by a Professional Code of Ethics.

Personal information concerning employee participation in the EAP is maintained in a confidential manner. No information related to an employee's participation in the program is entered into the personnel file.

There is no cost for employees to consult with an EAP counselor. If further counseling is necessary, the EAP counselor will outline community and private services available. The counselor will also let employees know whether any costs associated with private services may be covered by their health insurance plan. Costs that are not covered are the responsibility of the employee.

Minor concerns can become major problems if you ignore them. No issue is too small or too large, and a professional counselor is available to help you when you need it. Call 800-386-7055 to contact an EAP counselor 24 hours a day, 7 days a week. Or go to www.ibhworklife.com; User Name: Matters; Password: wlm70101.

3-5 Paid Time Off

The attendance of our employees, both teaching faculty and non-teaching staff, directly and indirectly affects the learning of our students. We hope all will honor the spirit of paid time off, taking it only as and when needed, while at the same time ensuring the students' education held as the highest of importance in our minds.

We request that employees do everything possible to keep absences to an absolute minimum, but we do understand that illnesses and personal emergencies may occur over the normal course of a year.

With that in mind, Brooklyn Prospect allows for paid time off benefits for all eligible employees. Eligible employee classification(s):

- Regular full-time employees
- Part time employees

Regular Full Time Employees

Regular full time employees are eligible to request no more than 7 days of Paid Time off ("PTO") per "benefit year," which are to be prorated based on partial days of service. If the need is foreseeable, you must give seven days advance notice of intention to take Paid Time Off. If the need is not foreseeable you must give notice as soon as practicable, following your departmental policies and procedures. Teaching faculty may not use PTO on a day immediately preceding or following a school vacation or holiday weekend unless required and documented by a doctor's note.

Employees who do not follow their departmental policies and procedures to request PTO time or who request in excess of 7 PTO days will not be paid for the PTO time taken. However in understanding of the nature of longer-term illnesses and respecting the professional judgment of our faculty, we will consider additional sick time for payment, only with a signed doctor's note.

PTO can be requested in minimum increments of one-half day. In the case of registered voters who do not have four consecutive nonworking hours when the polls are open during an election, PTO will be granted for up to two hours so long as employees request time off at least two working days prior to election day.

An eligible employee may use benefits for an absence due to his or her own illness or injury, personal use, or that of a spouse, child or immediate family member.

If an employee is absent more than three consecutive days due to illness or injury, a physician's statement must be provided verifying the illness or disability and its beginning and expected ending dates. Such verification may be requested for other absences as well.

Paid Time Off benefits will be calculated based on the employee's base pay rate at the time of absence and will not include any special forms of compensation. Unused PTO benefits will not be paid to employees in any event.

Part Time Employees

Part time employees will accrue only sick leave benefits, at the rate of 1 hour for every 30 hours worked up to a maximum of 40 hours. These benefits are calculated on the basis of the 12-month period that begins when the employee starts to earn sick leave benefits.

If the need is foreseeable, you must give seven days advance notice of intention to take sick leave benefits. If the need is not foreseeable you must give notice as soon as practicable, following your departmental policies and procedures. Teaching faculty may not use sick leave

benefits on a day immediately preceding or following a school vacation or holiday weekend unless required and documented by a doctor's note.

Employees who do not follow their departmental policies and procedures to request sick leave or who request in excess of sick leave days will not be paid for the sick leave time taken.

Part time employees may only use sick leave benefits for an absence due to his or her own illness or injury, or that of a spouse, child or immediate family member. Sick leave benefits can be used in minimum increments of one-half of a scheduled shift.

If an employee is absent for three or more consecutive days due to illness or injury, a physician's statement must be provided verifying the disability and its beginning and expected ending dates. Such verification may be requested for other sick leave absences as well.

Sick leave benefits will be calculated based on the employee's base pay rate at the time of absence and will not include any special forms of compensation.

Unused sick leave benefits will be allowed to accumulate until the employee has accrued a total of 40 hours' worth of sick leave benefits. If the employee reaches this maximum, further accrual of sick leave benefits will be suspended until the employee has reduced the balance below the limit.

Sick leave benefits are intended for use solely in the event of illness or injury, and may not be used for any other absence. Unused sick leave benefits will not be paid to employees in any event.

Coverages and Substitute Teachers

In addition to consistent professional attendance having a positive impact on the students and in one's classroom, stable professional presence supports one's colleagues and the administration as well as valuing professional educators in the eyes of the community. In a school environment, every absence is felt. The absence of a teacher necessitates the use of coverage teams and in some cases, substitute teachers.

Faculty members must call, email or text their principal to inform of a sick day. They must speak with the Principal by 6:30 am on the day they will be out sick, if not the day before, so that internal coverage or a substitute may be arranged.

Should a faculty member not comply with this policy, s/he will not be paid for days missed without proper notification. If the principal cannot secure a substitute, faculty will be assigned to cover internally.

Every faculty member must ensure that 3 days' worth of lesson plans, related materials, and seating charts are available at all times for use by a covering or substitute teacher. These materials should be shared with principal, department head or principal's designee.

3-6 Bereavement Leave

All employees who wish to take time off due to the death of a family member should notify their supervisor immediately.

Up to 3 days of paid bereavement leave for immediate family members and 1 day of paid bereavement leave for extended family members will be provided to eligible employees in the following classification(s):

- Regular full-time employees

Bereavement pay is calculated based on the base pay rate at the time of absence and will not include any special forms of compensation.

Bereavement leave will normally be granted unless there are unusual business needs or staffing requirements. Employees may, with their supervisors' approval, use any available paid leave for additional time off as necessary.

The School defines "immediate family" as the employee's spouse, domestic partner, parent, child, sibling; the employee's spouse's parent, child, or sibling; the employee's child's spouse; grandparents or grandchildren. The school defines "extended family" as aunts, uncles, cousins and other relatives of the employee or their spouse or domestic partner.

3-7 Jury Duty

Brooklyn Prospect encourages employees to fulfill their civic responsibilities by serving jury duty when required. Employees will be compensated for jury duty consistent with state law. Employees in an eligible classification may request up to 2 weeks of paid jury duty leave over any 1 year period.

Either the School or the employee may request an excuse from jury duty if, in the School's judgment, the employee's absence would create serious operational difficulties. However, this request only postpones the jury service requirement and does not excuse the employee from service entirely. Employees are strongly encouraged to request to reschedule jury duty for a day when school is not in session, such as school vacations or summer break.

Employee classifications that qualify for paid jury duty leave are:

- Regular full-time employees
- Part time employees

Jury duty pay for full-time employees will be calculated on the employee's base pay rate times the number of hours the employee would otherwise have worked on the day of absence. Part-time employees will be paid up to \$40 per day for the first three days of jury duty (calculated on the employee's base pay rate times the number of hours the employee would otherwise have

worked on the day of absence).

If employees are required to serve jury duty beyond the period of paid jury duty leave, they may use any available paid time off (for example, vacation benefits) or may request an unpaid jury duty leave of absence.

Employees must show the jury duty summons to their supervisor and notify Human Resources as soon as possible so that the supervisor may make arrangements to accommodate their absence. Of course, employees are expected to report for work whenever the court schedule permits.

Brooklyn Prospect will continue to provide health insurance benefits until the end of the month in which the unpaid jury duty leave begins. At that time, employees will become responsible for the full costs of these benefits if they wish coverage to continue. When the employee returns from jury duty, benefits will again be provided by the school according to the applicable plans.

3-8 School Related Business and Professional Development

Any school-related business time (including School-approved professional development) out of the School must be requested in the same manner as any PTO day, though will not be tracked via WorkforceNow. The request must be approved by the principal or administrative supervisor. The principal or supervisor will coordinate substitute services for absences due to school-related business when necessary. No personal time will be deducted for time used for approved school-related business.

3-9 Holidays

The School will observe the following holidays:

- New Year's Day
- Martin Luther King, Jr. Day
- Presidents' Day
- Memorial Day
- Independence Day
- Labor Day
- Columbus Day
- Veterans' Day
- Thanksgiving
- Day after Thanksgiving
- Christmas Eve
- Christmas
- New Year's Eve

The School will grant paid holiday time off to all eligible employees immediately upon assignment to an eligible employment classification. Holiday pay will be calculated based on the employee's straight-time pay rate (as of the date of the holiday) times the number of hours the employee would otherwise have worked on that day. Eligible employee classification(s):

- All Regular full-time employees

3-10 Vacation Benefits

Vacation time off with pay is available to eligible employees to provide opportunities for rest, relaxation, and personal pursuits. Employees in the following employment classification(s) are eligible to earn and use vacation time as described in this policy:

- Regular full-time Staff & Administrative employees

Upon initial eligibility the employee is entitled to 15 vacation days each year in addition to the week between Christmas Eve and New Year's Day. Once employees enter an eligible employment classification, they begin to earn paid vacation time at the rate of 15 days per year (1.25 days for every full month of service). Employees are able to request from their supervisor, the permission to borrow forward days for use before the days are earned.

After 3 years of satisfactory employment with the School, employees will be eligible for an additional 5 days of vacation per year beginning at the start of the following "benefit year".

The length of eligible service is calculated on the basis of a "benefit year." At Brooklyn Prospect, a "benefit year" is July 1st through June 30th. New employees will have their yearly vacation days prorated for partial "benefit years."

Paid vacation time can be used in minimum increments of one-half day. To take vacation, an employee should request advance approval from his or her supervisor. Requests for use of paid vacation time should be made at least 2 weeks in advance. Requests will be reviewed based on a number of factors, including, but not limited to, business needs and staffing requirements. Brooklyn Prospect encourages its employees to use their vacation time when school is not in session. Any vacation time earned but not used by the end of the benefit year will be forfeited and in no case will be rolled over into the next year.

Vacation time off is paid at the employee's base pay rate at the time of vacation for the amount of hours absent. It does not include overtime or any special forms of compensation.

Upon termination of employment, employees will be paid for unused vacation time that has been earned through the last day of work.

4-1 Paydays

All employees are paid semimonthly on the 15th and last days of the month. Each paycheck will include earnings for all work performed through the end of the previous payroll period.

In the event that a regularly scheduled payday falls on a weekend or observed holiday, employees will receive paychecks on the last day of work before the regularly scheduled payday.

If a regular payday falls during an employee's vacation, the employee's paycheck will be available upon his or her return from vacation.

Employees may have pay directly deposited into their bank accounts if they provide advanced online authorization to the School. Employees will receive an itemized statement of wages when Brooklyn Prospect makes direct deposits.

4-2 Employment Termination

We hope that the School and each employee will benefit from the employment relationship. We also recognize that termination of employment is an inevitable part of personnel activity within any organization, and many of the reasons for termination are routine. Below are examples of some of the most common circumstances under which employment is terminated:

- Resignation - voluntary employment termination initiated by an employee.
- Discharge - involuntary employment termination initiated by the organization.
- Layoff - involuntary employment termination initiated by the organization for non-disciplinary reasons.

Because employment with Brooklyn Prospect is based on mutual consent, both the employee and the School have the right to terminate employment at will, with or without cause, at any time.

Employee benefits will be affected by employment termination in the following manner: All accrued, vested benefits that are due and payable at termination will be paid. Some benefits may be continued at the employee's expense if the employee so chooses. The employee will be notified in writing of the benefits that may be continued and of the terms, conditions, and limitations of such continuance.

Final Pay

Brooklyn Prospect will pay employees who give proper notice through their last day of employment, unless they are on a leave of absence. Employees who resign in accordance with stated Separation provisions will be provided with compensation for unused but earned vacation time at termination. Employees will not receive pay for any unused PTO days. Employees will receive their final pay according to the normal payroll processing cycle, or in accordance with applicable wage laws.

In the event of a termination of employment, it is the employee's responsibility to notify the School of any change of address to which the employee's W-2 should be delivered.

4-3 Pay Advances

Brooklyn Prospect does not provide pay advances to employees.

4-4 Administrative Pay Corrections

Brooklyn Prospect takes all reasonable steps to ensure that employees receive the correct amount of pay in each paycheck and that employees are paid promptly on the scheduled payday.

In the unlikely event that there is an error in the amount of pay, the employee should promptly bring the discrepancy to the attention of your Supervisor at the School who should then contact the Finance Department so that corrections can be made as quickly as possible.

4-5 Pay Deductions and Setoffs

The law requires that Brooklyn Prospect make certain deductions from every employee's compensation. Among these are applicable federal, state, and local income taxes. Brooklyn Prospect also must deduct Social Security taxes on each employee's earnings up to a specified limit that is called the Social Security "wage base." The School matches the amount of Social Security taxes paid by each employee.

Brooklyn Prospect offers programs and benefits beyond those required by law. Eligible employees may voluntarily authorize deductions from their paychecks to cover the costs of participation in these programs.

Pay setoffs are pay deductions taken by Brooklyn Prospect, usually to help pay off a debt or obligation to the School or others and will be made where applicable in compliance with federal and state law.

If you have questions concerning why deductions were made from your paycheck or how they were calculated, please see your supervisor.

4-6 Compensation

It is the practice and policy of Brooklyn Prospect to fairly and accurately compensate employees and to do so in compliance with all applicable local, state and federal laws.

Brooklyn Prospect is committed to the right of employees to be free from discrimination in their compensation. Women and men will be given equal pay for equal work, and pay differentials will be based only on seniority, merit, quantity or quality of work, or other reasonable factors not based on sex.

In keeping with these policies Brooklyn Prospect will recognize faculty **salary steps** on July 1 yearly. Newly earned credentials for faculty will be honored on July or February 1 yearly.

Non-exempt Employees

If you are classified as a non-exempt employee, you must maintain a record of the total hours you work each day. You must accurately record your hours in accordance with the School's timekeeping procedures. Your time record must accurately reflect all regular and overtime hours worked, any absences, late arrivals, early departures, and meal breaks. Employees are prohibited

from performing any “off-the-clock” work. “Off-the-clock” work means work you may perform but fail to report. Any employee who fails to report or inaccurately reports any hours worked will be subject to disciplinary action, up to and including discharge.

It is a violation of school policy for any employee to falsify or alter his or her or another employee’s time. It is also a serious violation of school policy for any employee, manager or supervisor to instruct another employee to incorrectly or falsely report hours. If any supervisor, manager or employee instructs you to: 1) incorrectly or falsely under- or over-report your hours worked; or 2) alter another employee’s time records to inaccurately or falsely report that employee’s hours worked, you should report it immediately to your supervisor or Human Resources.

Exempt Employees

If you are classified as an exempt, salaried employee, you will receive an annual salary. Your salary is intended to compensate you for any and all hours you work and will be established at the time you are hired or when you become classified as an exempt employee. Your salary will be a predetermined amount that will not be subject to deductions for variations in the quantity or quality of the work you perform.

Under federal, state and local law, your salary is subject to certain deductions. For example, absent contrary state law requirements, your **salary** may be reduced for the following reasons:

- Full day absences for personal reasons.
- Full day absences for sickness or disability, if the School has a sickness or disability policy that provides for wage replacement benefits and you have exhausted or have not yet accrued enough leave time.
- Full day disciplinary suspensions for infractions of our written policies and procedures.
- Family and Medical Leave absences (either full or partial day absences).
- To offset amounts received as payment for jury and witness fees or military pay.
- The first or last week of employment in the event you work less than a full week.

Your salary may also be reduced for certain types of deductions, such as your portion of health, dental, or life insurance premiums; state, federal, or local taxes, social security or voluntary contributions to a 401(k) or pension plan.

Your **salary will not** be reduced for any of the following reasons:

- Partial day absences for personal reasons, sickness or disability.
- Absences for jury duty, attendance as a witness or military leave in any week in which you have performed any work.
- Any deduction which would reduce wages below the minimum wage or reduce the amount of overtime pay due pursuant to the FLSA, New York Labor Law Section 652, and any other applicable laws.
- Any other deductions prohibited by local, state or federal law.
- **Please note, it is not an improper deduction to reduce an employee’s accrued vacation, personal or other forms of paid time off from an employee’s leave bank**

for full or partial day absences for personal reasons, or for sickness or disability if the employer has a sickness or disability policy that provides for wage replacement benefits.

Should you have any questions with respect to the School's policy, please contact your immediate supervisor or Human Resources.

5-1 Safety

To assist in providing a safe and healthful work environment for employees, students, and visitors, Brooklyn Prospect has established a workplace safety program. This program is a top priority for the School. Each school's Head of Operations, in conjunction with Human Resources and Administration has responsibility for implementing, administering, monitoring, and evaluating the safety program. Its success depends on the alertness and personal commitment of all.

The School provides information to employees about workplace safety and health issues through regular internal communication channels such as supervisor-employee meetings, bulletin board postings, memos, and other written communications.

Some of the best safety improvement ideas come from employees. Those with ideas, concerns, or suggestions for improved safety in the workplace are encouraged to raise them with their supervisor, or with another supervisor or manager, or to bring them to the attention of the Head of Operations for their school. Reports and concerns about workplace safety issues may be made anonymously if the employee wishes. All reports can be made without fear of reprisal.

Each employee is expected to obey safety rules and to exercise caution in all work activities. Employees must comply with all occupational safety and health standards and regulations established by the Occupational Safety and Health Act and state and local regulations. Employees must immediately report any unsafe condition to the Head of Operations for the school and/or Human Resources. Employees who violate safety standards, who cause hazardous or dangerous situations, or who fail to report or, where appropriate, remedy such situations, may be subject to disciplinary action, up to and including suspension and/or termination of employment.

If you believe that you are being exposed to a known or suspected hazard when working with toxic chemicals or substances, you have a right under the Hazard Communications Law to know about such hazards through Material Safety Data Sheets (MSDS). The school based Head of Operations will review the MSDS with you. If your supervisor does not have this information, your supervisor will contact Human Resources. In addition, you will receive information on what hazardous substances are in the work area and regular training on the adverse effects of each toxic substance with which you come into contact in the workplace. You will be protected against discipline or termination that results from exercising employee rights under the law.

In the case of accidents that result in injury, regardless of how insignificant the injury may appear, employees should immediately notify the worksite Head of Operations or the appropriate

supervisor. Such reports are necessary to comply with laws and to initiate insurance and workers' compensation benefits procedures.

5-2 Work Schedules

The school leadership team, in conjunction with supervisors, will determine the work hours for faculty and staff. All faculty members are expected to be in school during student school hours without exception, and for after-school faculty meetings and other student enrichment activities as scheduled. In addition, faculty should expect that on occasion it will be necessary to meet with colleagues, parents, and/or administration on School matters outside of normal school hours.

All employees are expected to work the established workweek hours as determined by the school leadership team.

Faculty Appointment Period

The duration of the annual full-time teaching appointment is twelve months, beginning **July 1** and ending **June 30**. Faculty salaries are paid over the twelve months of the contract period (July 1 – June 30) and are prorated based on start date. Contract agreements supersede information provided in the employee handbook. The School reserves the right to require faculty members to perform various duties and fulfill sundry obligations throughout this period of time in concert with the School's academic calendar.

Over the course of the summer, both new and returning faculty members may be responsible for attending workshops and retreats. Founding grade team retreats are generally held in late June/early July for returning faculty and new faculty who are members of founding grade teams. New faculty retreats are generally held in mid-August for new faculty, principals, administration and human resources. The dates of these retreats will be announced by late spring yearly. The return dates for department heads and full faculty are typically released in the spring of the prior school year and commence mid-August. Unless specified otherwise, non-academic staff are expected to work year-round.

5-3 Smoking

Smoking is prohibited throughout the workplace, on all School premises and at all School-sponsored events and functions. New York State Education Law, Section 409, prohibits tobacco use on school grounds. Violations of this policy may result in civil fines by state or local enforcement agencies and will lead to discipline, up to and including termination of employment.

This policy applies equally to all employees and visitors, and to all lighted cigarettes, pipes, vaporizers or other tobacco products.

5-4 Use of Equipment

Equipment essential in accomplishing job duties is often expensive and may be difficult to replace. When using school property or equipment, employees are expected to exercise care,

perform required maintenance, and follow all operating instructions, safety standards, and guidelines.

Please notify the supervisor if any equipment appears to be damaged, defective, or in need of repair. Prompt reporting of damages, defects, and the need for repairs could prevent deterioration of equipment and possible injury to employees or others. Your supervisor can answer any questions about an employee's responsibility for maintenance and care of equipment used on the job. Employees should not repair damaged equipment that is property of the School on their own, regardless of whether or not they are requesting reimbursement for the expense, without first consulting with their supervisor.

The improper, careless, negligent, destructive, or unsafe use or operation of equipment can result in disciplinary action, up to and including termination of employment.

5-5 Emergency Closings

At times, emergencies such as severe weather, fires, power failures, or earthquakes can disrupt Brooklyn Prospect's operations. In extreme cases, these circumstances may require the closing of the School. In the event that such an emergency occurs during nonworking hours, local radio and/or television stations will be asked to broadcast notification of the closing, an automated phone message will be sent to all employees, and the School's website will be updated to reflect the closing.

When operations are officially closed due to emergency conditions, the time off from scheduled work will be unpaid for part-time hourly employees.

At the discretion of the Executive Director, any school days lost due to closure on account of any of the above emergencies may be made up by adding an equal number of days to what was scheduled to be the end of the school year.

5-6 Business Travel Expenses

Brooklyn Prospect will reimburse employees for reasonable business travel expenses incurred while on assignments away from the normal work location. All business travel must be approved in advance by the Executive Director or Director of Operations and Finance. Employees whose travel plans have been approved are responsible for making their own travel arrangements.

When approved, the actual costs of travel, meals, lodging, and other expenses directly related to accomplishing business travel objectives will be reimbursed by the School. Employees are expected to limit expenses to reasonable amounts.

Employees who are involved in an accident while traveling on business must promptly report the incident to their immediate supervisor. Vehicles owned, leased, or rented by the School may not be used for personal use without prior approval.

When travel is completed, employees should submit completed travel expense reports within 7

days. Reports should be accompanied by receipts for all individual expenses.

Employees should contact their supervisor for guidance and assistance on procedures related to travel arrangements, expense reports, reimbursement for specific expenses, or any other business travel issues.

Abuse of this business travel expenses policy, including falsifying expense reports to reflect costs not incurred by the employee, can be grounds for disciplinary action, up to and including termination of employment.

5-7 Visitors in the Workplace

To provide for the safety and security of employees and the facilities at the School, only authorized visitors are allowed in the workplace. Restricting unauthorized visitors helps maintain safety standards, protects against theft, ensures security of equipment, protects confidential information, safeguards employee welfare, and avoids potential distractions and disturbances.

All visitors should enter the School at the main entrance. Authorized visitors will receive a nametag/building pass and directions or an escort to their destination. Employees are responsible for the conduct and safety of their visitors. If an unauthorized individual is observed on the School's premises, employees should immediately notify their supervisor or, if necessary, direct the individual to the main entrance.

5-8 Computer and Email Usage

Computers, computer files, the email system, and software furnished to employees are School property intended only for business use only. Employees should not use a password, access a file, or retrieve any stored communication without authorization. To ensure compliance with this policy, computer and email usage may be monitored.

Email and work product created on Brooklyn Prospect computers or using Brooklyn Prospect accounts by Brooklyn Prospect employees are the property of Brooklyn Prospect and may be monitored and/or retrieved.

Brooklyn Prospect strives to maintain a workplace free of harassment and sensitive to the diversity of its employees. Therefore, the School prohibits the use of computers and the email system in ways that are disruptive, offensive to others, or harmful to morale. For example, the display or transmission of sexually explicit images, messages, and cartoons is not allowed. Other such misuse includes, but is not limited to, ethnic slurs, racial comments, off-color jokes, or anything that may be construed as harassment or showing disrespect for others.

Email may not be used to solicit others for commercial ventures, religious or political causes, outside organizations, or other nonbusiness matters.

Employees should notify their immediate supervisor, Human Resources, or any member of management upon learning of violations of this policy. Employees who violate this policy will

be subject to disciplinary action, up to and including termination of employment.

5-9 Internet Usage

Internet access is provided by the School to assist employees in obtaining work-related data and technology. The following guidelines have been established to help ensure responsible and productive Internet usage. While Internet usage is intended for job-related activities, incidental and occasional brief personal use is permitted within reasonable limits. Excessive use of School computers or the email system for personal reasons is not permitted.

All Internet data that is composed, transmitted, or received via our computer communications systems is considered to be part of the official records of the School and, as such, is subject to disclosure to law enforcement or other third parties. Consequently, employees should always ensure that the business information contained in Internet email messages and other transmissions is accurate, appropriate, ethical, and lawful.

The equipment, services, and technology provided to access the Internet remain at all times the property of the School. As such, the School reserves the right to monitor Internet traffic, and retrieve and read any data composed, sent, or received through our online connections and stored in Brooklyn Prospect computer systems.

Data that is composed, transmitted, accessed, or received via the Internet must not contain content that could be considered discriminatory, offensive, obscene, threatening, harassing, intimidating, or disruptive to any employee or other person. Examples of unacceptable content may include, but are not limited to, sexual comments or images, racial slurs, gender-specific comments, or any other comments or images that could reasonably offend someone on the basis of race, age or perceived age, sex, gender religious or political beliefs, national origin, disability, sexual orientation, or any other characteristic protected by law.

The unauthorized use, installation, copying, or distribution of copyrighted, trademarked, or patented material on the Internet is expressly prohibited. As a general rule, if an employee did not create material, does not own the rights to it, or has not gotten authorization for its use, it should not be put on the Internet. Employees are also responsible for ensuring that the person sending any material over the Internet has the appropriate distribution rights.

Internet users should take the necessary anti-virus precautions before downloading or copying any file from the Internet. All downloaded files are to be checked for viruses; all compressed files are to be checked before and after decompression.

Abuse of the Internet access provided by the School in violation of law or School policies will result in disciplinary action, up to and including termination of employment. Employees may also be held personally liable for any violations of this policy. The following behaviors are examples of previously stated or additional actions and activities that are prohibited and can result in disciplinary action:

- Sending or posting discriminatory, harassing, or threatening messages or images
- Using the organization's time and resources for personal gain

- Stealing, using, or disclosing someone else's code or password without authorization
- Copying, pirating, or downloading software and electronic files without permission
- Sending or posting confidential material, trade secrets, or proprietary information outside of the organization
- Violating copyright law
- Failing to observe licensing agreements
- Engaging in unauthorized transactions that may result in a cost to the organization or initiate unwanted Internet services and transmissions
- Sending or posting messages or material that could damage the organization's image or reputation
- Participating in the viewing or exchange of pornography or obscene materials
- Sending or posting messages that defame or slander other individuals
- Attempting to break into the computer system of another organization or person
- Refusing to cooperate with a security investigation
- Sending or posting chain letters, solicitations, or advertisements not related to business purposes or activities
- Using the Internet for political causes or activities, religious activities, or any sort of gambling
- Jeopardizing the security of the organization's electronic communications systems
- Sending or posting messages that disparage another organization's products or services
- Passing off personal views as representing those of the organization
- Sending anonymous email messages
- Engaging in any other illegal activities

5-10 Workplace Monitoring

Workplace monitoring may be conducted by Brooklyn Prospect to ensure safety and security.

While on School premises, employees have no expectation of privacy in their belongings or in the non-private workplace areas which include, but are not limited to, classrooms, offices, cubicles, work locations, School provided or designated parking areas, desks, computers, lockers, rest or eating areas, or vehicles engaged in School operations, and any personal belongings on or in any of the above.

Employees who regularly communicate via the telephone may have their conversations monitored or recorded. Telephone monitoring is used to identify and correct performance problems through targeted training. Improved performance enhances the image of School in the eyes of those whom the School services.

Computers furnished to employees are the property of the School. As such, computer usage and files, including e-mail usage and related files, may be monitored or accessed.

The School may conduct video surveillance of non-private workplace areas. Video monitoring is used to identify safety concerns, maintain quality control, detect theft and misconduct, and discourage or prevent acts of harassment and workplace violence.

Because the School is sensitive to the legitimate privacy rights of employees, every effort will be made to conduct workplace monitoring in an ethical and respectful manner.

5-11 Social Security Number Privacy

Employees are permitted to access and use the personal information of other employees, such as Social Security Numbers, only as necessary and appropriate for such persons to carry out their assigned tasks for the School and in accordance with the School's policies.

The unauthorized access, viewing, use, disclosure, or the intentional public display of such information and the unauthorized removal of documents that contain Social Security Number information from School premises is prohibited and can result in discipline, up to and including termination of employment.

If you come into contact with another employee's Social Security Numbers or other sensitive personal information without authorization from the School or under circumstances outside of your assigned tasks, you may not use or disclose the information further, but must contact your supervisor and turn over to him or her all copies of the information in whatever form.

When necessary, documents containing Social Security Number information will be properly destroyed through shredding or other means prior to disposal to ensure confidential social security information is not disclosed.

For more information about whether and under what circumstances you may have access to this information, review your job description or contact your supervisor.

5-12 Social Networking and Blogging

Employees may not post on a blog or social networking site during their working time unless it is specifically part of their professional school duties. The School's electronic communication systems are for business use only.

If an employee identifies himself or herself as an employee of the School on any social networking site, the communication must include a disclaimer that the views expressed do not necessarily reflect the views of School management.

All rules regarding confidential business information apply in full to blogs and social networking sites. Any information that cannot be disclosed through a conversation, a note or in the text of an e-mail also cannot be disclosed on a blog or social networking site. The transmission of confidential or proprietary information without the permission of the School is prohibited.

If you mention the School in a blog or elsewhere in online social media, or it is reasonably clear you are referring to the School or a position taken by the School, and also express a political opinion or an opinion regarding the School's positions, actions, or products, the post must specifically disclose your relationship with the School and note that the opinion expressed is

your personal opinion and not the School's position.

Any conduct that is impermissible under the law if expressed in any other form or forum is impermissible if expressed through a social networking site. For example, posted material that is discriminatory, defamatory, libelous or malicious is forbidden. The School's policies, including but not limited to its Equal Employment Opportunity, Sexual Harassment, Harassment and Workplace Violence Prevention policies, apply equally to employee comments on social networking sites even if done on nonworking time. Employees are encouraged to review those sections of the Handbook for further guidance.

5-13 Workplace Violence Prevention

Brooklyn Prospect is committed to preventing workplace violence and to maintaining a safe work environment. The School has adopted the following guidelines to deal with intimidation, harassment, or other threats of (or actual) violence that may occur during business hours or on School premises.

All employees, including supervisors and temporary employees, should be treated with courtesy and respect at all times. Employees are expected to refrain from fighting, "horseplay," or other conduct that may be dangerous to others.

Firearms, weapons, and other dangerous, hazardous or illegal devices or substances are prohibited from School premises.

Conduct that threatens, intimidates, or coerces another employee, a student, or a member of the public will not be tolerated. This prohibition includes all acts of harassment, including harassment that is based on an individual's protected status.

All threats of (or actual) violence, both direct and indirect, should be reported as soon as possible to your immediate supervisor, Human Resources, or any other manager. This includes threats by employees, as well as threats by students, vendors, solicitors, or other members of the public. When reporting a threat of violence, you should be as specific and detailed as possible. All suspicious individuals or activities should also be reported as soon as possible to a supervisor. Do not place yourself in peril. If you see or hear a commotion or disturbance near you, do not try to intercede or see what is happening.

Brooklyn Prospect will promptly and thoroughly investigate all reports of threats of (or actual) violence and of suspicious individuals or activities. The identity of the individual making a report will be protected as much as is practical. In order to maintain workplace safety and the integrity of its investigation, Brooklyn Prospect may suspend employees, either with or without pay, pending investigation. Anyone determined to be responsible for threats of (or actual) violence or other conduct that is in violation of these guidelines will be subject to prompt disciplinary action, up to and including termination of employment.ⁱ

6-1 Medical, Family and Disability Related Leaves

Brooklyn Prospect provides up to 12 workweeks in a 12-month period of unpaid, job-protected leave to eligible employees for specified family and medical reasons with continuation of group health insurance coverage to eligible employees for any of the following reasons:

- the birth of their child and to care for the newborn child within one year of birth (spouses who are both employees of the School are limited to a combined total of 12 weeks leave for birth of a child);
- the placement with the employee of a child for adoption or foster care and to care for the newly placed child within one year of placement (spouses who are both employees of the School are limited to a combined total of 12 weeks leave for placement of a child);
- to care for the employee's spouse, child, or parent who has a serious health condition;
- a serious health condition that makes the employee unable to perform the essential functions of his or her job;
- any qualifying exigency arising out of the fact that the employee's spouse, son, daughter, or parent is a covered military member on "covered active duty;" or Twenty-six workweeks of leave during a single 12-month period to care for a covered servicemember with a serious injury or illness if the eligible employee is the servicemember's spouse, son, daughter, parent, or next of kin (military caregiver leave).

For purposes of this policy, serious health conditions or disabilities include: inpatient care in a hospital, hospice, or residential medical care facility; continuing treatment by a health care provider; and temporary disabilities associated with pregnancy, childbirth, and related medical conditions. In the event that local, state or federal law provides for greater rights than provided by this policy, it is Brooklyn Prospect's policy to govern its actions in accordance with those laws.

How to Request Leave

Employees may request leave under the Family Medical Leave Act (FMLA) only after having been employed for one year. Non-FMLA leave will be considered to accommodate protected disabilities in excess of FMLA leave or for employees with less than one year of service. Eligible employees should make requests for leave to their supervisors at least 30 days in advance of foreseeable events and as soon as possible for unforeseeable events.

Certification Requirements

Employees must provide written documentation from their health care provider supporting the need for leave including a detailed explanation of the medical reason why the employee requires a leave of absence, any accommodations that might enable the employee to return to work, and the health care provider's opinion (supported by medical reasoning) as to the likely date the employee will return to work, if known. In the case of leave to care for a covered family

member, the employee must also provide documentation substantiating the need for leave. This would include, for example, a statement from the family member's healthcare provider indicating that the family member is unable to care for his or her own basic medical, hygienic, or nutritional needs or safety.

Any changes in this information should be promptly reported to the School.

Company Communications with Medical Professionals

We seek to work cooperatively with medical professionals to make informed individualized assessments about our employees' ability to work and/or be at work. To accomplish this goal, from time to time, and as permitted by applicable law, we may need to obtain additional medical information from your treating physician or other medical professionals we might retain to offer an opinion on your ability to work or be at work. While we expect you to comply with these requests, if you have any concerns about providing such information, you should contact Human Resources so we can attempt to address them. While we will assist you in whatever ways we can, it is your responsibility to see that your treating physician provides the information we request.

Amount of Leave Available

Eligible employees are normally granted leave up to a maximum of 12 weeks within a 12 month rolling period measured backward from the date of any leave usage. For purposes of this policy, leave usage includes leave previously granted under state or federal leave laws (i.e. FMLA) for the same reasons provided by this policy or leave previously provided pursuant to this policy.

Leave must be used in a minimum of half-day increments. Exceptions to this minimum increment requirement will be considered to accommodate protected disabilities. Employees will also be required to exhaust any accrued paid leave time while taking unpaid leave.

If the initial period of approved absence proves insufficient, consideration will be given to a request for an extension. Extensions will be provided based on operational requirements and School needs. However, benefits will only be provided for the initial maximum of 12 weeks, after which time the employee may apply for benefits continuation under COBRA.

Continuation of Health Insurance Benefits while on Leave

For FMLA eligible leaves health insurance benefits will be provided by Brooklyn Prospect for a maximum of 12 weeks under the same terms that would have applied had the employee not taken leave. Employees remain responsible for payment of the employee contribution while on leave, and will be invoiced for payment upon their return, or upon their termination of employment, should they decide not to return to Brooklyn Prospect.

Employees who exceed the 12-week maximum period of leave or who are not on a covered short term or long term disability leave will become responsible for the full costs of these benefits and may apply for benefits continuation under COBRA. When the employee returns from leave, benefits will again be reinstated on the 1st of the month following the employee's return to work.

Returning from Leave / Job Restoration

An employee on leave is requested to provide the School with at least two weeks advance notice of the date the employee intends to return to work so that an employee's return to work can be properly scheduled.

Employees returning from leave for the employee's own serious health condition must submit a health care provider's verification of their fitness to return to work.

Upon return from FMLA leave, the employee will be restored to his/her original job, or to an equivalent job with equivalent pay, benefits, and other terms and conditions of employment. For non-FMLA leave job restoration is not guaranteed. However, when leave ends, the School will make reasonable efforts to reinstate the employee to the same position previously held by the employee if it is available. If it is not available, the School will make reasonable efforts to reinstate the employee to an equivalent position for which the employee is qualified and if an equivalent position is not available, then to a lower level position.

If an employee fails to return to work on the agreed upon return date, the School may assume that the employee has resigned.

Compensation

The School will continue to pay the employee's full salary for the first 2 weeks of covered disability leave, as compensation for the typical 14 day waiting period before disability benefits begin ("paid waiting period"). Disability benefits will cover 60% of salary in the case of approved disabilities, up to \$1000 per week. If sick days were used to cover any part of the two weeks before disability benefits begin, they will be credited back to the employee.

For all approved, qualified FMLA leave, the School will provide, upon the employee's return to work, 40% of lost wages during the employee's approved leave of up to 12 weeks. Calculation of compensation for lost wages will begin at the end of the paid waiting period. Payment will be made in lump sum according to the School's regular payroll schedule at the end of the first full pay period worked following medical leave. This payment is considered a return bonus, and the employee's contract year must be completed. In the case of an employee who does not complete their contract, the return bonus must be repaid. If an employee chooses not return to their original position, the bonus may be pro-rated to fit their new position.

6-2 Parental Leaves

In addition to the FMLA benefits above, if applicable, new parents may be eligible for additional benefits programs through Brooklyn Prospect Charter School.

Primary Caregiver

- Maximum of 12 weeks leave
- First 2 weeks paid at full wages
- 40% of unpaid salary upon return (up to 10 weeks of 40% salary)*

- 60% of salary paid for 4 weeks (post 2 weeks full pay) via Guardian Short Term Disability policy, or through the School for non-birthing caregivers

Secondary Caregiver

- Maximum of 12 weeks leave
- First 2 weeks paid at full wages
- 40% of unpaid salary upon return (up to 10 weeks of 40% salary)*

*Non-FMLA qualifying parents will not receive the 40% of missed compensation upon return.

Please reach out to Human Resources with any questions regarding this policy or Short Term Disability policies.

6-3 Pregnancy-Related Absences

Brooklyn Prospect does not discriminate against any employee who requests an excused absence for medical disabilities associated with pregnancy. Such leave requests will be evaluated according to the medical leave policy provisions outlined in this Employee Handbook and all applicable federal and state laws.

Requests for time off associated with pregnancy and/or childbirth, such as bonding and child care, not related to medical disabilities for those conditions will be considered in the same manner as other requests for unpaid family or personal leave.

6-4 Personal Leave

Brooklyn Prospect provides leaves of absence without pay to eligible employees who wish to take time off from work duties to fulfill personal obligations. Employees in the following employment classification(s) are eligible to request personal leave as described in this policy:

- Regular full-time employees

Eligible employees may request personal leave only after having completed 1 calendar year of service. As soon as eligible employees become aware of the need for a personal leave of absence, they should request a leave from their supervisor.

Personal leave may be granted for a period of up to 20 calendar days every year. If this initial period of absence proves insufficient, consideration will be given to a written request for a single extension of no more than 10 calendar days. With the supervisor's approval, an employee may take any available sick leave or vacation leave as part of the approved period of leave.

Requests for personal leave will be evaluated based on a number of factors, including anticipated workload requirements and staffing considerations during the proposed period of absence.

Subject to the terms, conditions, and limitations of the applicable plans, health insurance benefits will be provided by Brooklyn Prospect until the end of the month in which the approved personal

leave begins. At that time, employees will become responsible for the full costs of these benefits if they wish coverage to continue. When the employee returns from personal leave, benefits will again be provided by Brooklyn Prospect according to the applicable plans.

When a personal leave ends, reasonable efforts will be made to return the employee to the same position, if it is available, or to a similar available position for which the employee is qualified. However, the School cannot guarantee reinstatement in all cases.

If an employee fails to report to work promptly at the expiration of the approved leave period, the School will assume the employee has resigned.

6-5 Military Leave

A military leave of absence will be granted to employees who are absent from work because of service in the U.S. uniformed services in accordance with the Uniformed Services Employment and Reemployment Rights Act (USERRA). If military service is required an employee should submit copies of military orders to his or her supervisor and Human Resources as soon as possible, unless military necessity prevents such notice or it is otherwise impossible or unreasonable.

Employees will receive partial pay for two-week training assignments and shorter absences. Upon presentation of satisfactory military pay verification data, employees will be paid the difference between their normal base compensation and the pay (excluding expense pay) received while on military duty.

The portion of any military leave of absence in excess of two weeks will be unpaid. However, employees may use any available paid time off for the absence.

Continuation of health insurance benefits is available as required by USERRA based on the length of the leave and subject to the terms, conditions and limitations of the applicable plans for which the employee is otherwise eligible.

Benefit accruals, such as vacation, sick leave, or holiday benefits, will be suspended during the leave and will resume upon the employee's return to active employment.

Employees on military leave for up to 30 days are required to return to work for the first regularly scheduled shift after the end of service, allowing reasonable travel time. Employees on longer military leave must apply for reinstatement in accordance with USERRA and all applicable state laws.

Employees returning from military leave will be placed in the position they would have attained had they remained continuously employed or a comparable one depending on the length of military service in accordance with USERRA. They will be treated as though they were continuously employed for purposes of determining benefits based on length of service.

Contact Human Resources for more information or questions about military leave.

7-1 Employee Conduct and Work Rules

To ensure orderly operations and provide the best possible work environment, Brooklyn Prospect expects employees to conduct themselves according to the highest professional standards.

It is not possible to list all the forms of behavior that are considered unacceptable in the workplace. The following are examples of infractions of rules of conduct that may result in disciplinary action, up to and including termination of employment:

- Supplying false or misleading information when applying for employment or during employment
- Personal use of company credit cards
- Theft or inappropriate removal or possession of property
- Falsification of records
- Working under the influence of alcohol or illegal drugs
- Possession, distribution, sale, transfer, or use of alcohol or illegal drugs or abuse of prescription drugs in the workplace, while on duty, or while operating employer-owned vehicles or equipment
- Failure or refusal to submit or consent to a required alcohol or drug test
- Fighting or threatening violence in the workplace
- Boisterous or disruptive activity in the workplace
- Negligence or improper conduct leading to damage of employer-owned or customer-owned property
- Insubordination or other disrespectful conduct
- Engaging in unethical or illegal conduct
- Having a conflict of interest
- Violation of safety or health rules
- Smoking in prohibited areas
- Sexual or other unlawful or unwelcome harassment
- Possession of dangerous or unauthorized materials, such as explosives or firearms, in the workplace
- Excessive absenteeism or tardiness or any absence without notice
- Unauthorized absence
- Unauthorized use of telephones, mail system, or other employer-owned equipment
- Unauthorized disclosure confidential information
- Conduct that reflects adversely upon you, the School
- Making or publishing false or malicious statements concerning an employee, supplier, student or the School
- Violation of personnel policies
- Unsatisfactory performance or conduct that does not meet the requirements of the position
- Other circumstances which warrant discipline

7-2 Drug and Alcohol Use

It is Brooklyn Prospect's desire to provide a drug-free, healthful, and safe workplace. To

promote this goal, employees are required to report to work in appropriate mental and physical condition to perform their jobs in a safe and satisfactory manner.

While on School premises and while conducting business-related activities off of School premises, no employee may use, possess, distribute, sell, or be under the influence of illegal drugs. Furthermore employees may not be under the influence of alcohol during the course of their duties for Brooklyn Prospect. There may be occasional activities at or for the school where alcohol is served, during these events it is understood that employees may responsibly partake in alcoholic beverages. The legal use of prescribed drugs is permitted on the job only if it does not impair an employee's ability to perform the essential functions of the job effectively and in a safe manner that does not endanger other individuals in the workplace.

If you are in a position requiring drug testing under local, state or federal law, you will be subject to drug testing under certain circumstances, in accordance with applicable laws.

Violations of this policy may lead to disciplinary action, up to and including immediate termination of employment or, as a condition to continued employment, required participation in a substance abuse rehabilitation or treatment program. Such violations may also have legal consequences.

Employees with questions or concerns about substance dependency or abuse are encouraged to use the resources of the Employee Assistance Program by calling 800-386-7055 to contact an EAP counselor 24 hours a day, 7 days a week. Or go to www.ibhworklife.com; User Name: Matters; Password: wlm70101. They may also wish to discuss these matters with their supervisor at the School or Human Resources to receive assistance or referrals to appropriate resources in the community.

Employees with drug or alcohol problems that have not resulted in, and are not the immediate subject of, disciplinary action may request approval to take leave to participate in a rehabilitation or treatment program. Leave may be granted if the employee agrees to abstain from use of the problem substance; abides by all School policies, rules, and prohibitions relating to conduct in the workplace; and if granting the leave will not cause the School any undue hardship.

An employee who performs work for a government contract or grant must notify Brooklyn Prospect of a criminal conviction for drug-related activity occurring in the workplace. The report must be made within five days of the conviction.

Employees with questions on this policy or issues related to drug or alcohol use in the workplace should raise their concerns with their supervisor at the School or Human Resources without fear of reprisal.

7-3 Sexual and Other Unlawful Harassment

Sexual harassment is a violation of local, state and federal law. Brooklyn Prospect is committed to providing a work environment that is free from all forms of discrimination and conduct that can be considered harassing, coercive, or disruptive, including sexual harassment. Actions,

words, jokes, or comments based on an individual's sex, race, color, national origin, age, religion, disability, sexual orientation, or any other legally protected characteristic will not be tolerated.

The Equal Opportunity Employment Commission has issued guidelines defining sexual harassment as unwelcome sexual advances (either verbal or physical), requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of employment; (2) submission or rejection of the conduct is used as a basis for making employment decisions; or, (3) the conduct has the purpose or effect of interfering with work performance or creating an intimidating, hostile, or offensive work environment. The following is a partial list of sexual harassment examples:

- Unwelcome sexual advances.
- Offering employment benefits in exchange for sexual favors.
- Making or threatening reprisals after a negative response to sexual advances.
- Visual conduct that includes leering, making sexual gestures, or displaying of sexually suggestive objects or pictures, cartoons or posters.
- Verbal conduct that includes making or using derogatory comments, epithets, slurs, or jokes.
- Verbal sexual advances or propositions.
- Verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body or appearance, sexually degrading words used to describe an individual, or suggestive or obscene letters, notes, or invitations.
- Physical conduct that includes touching, assaulting, or impeding or blocking movements.

If you experience or witness sexual or other unlawful harassment in the workplace, report it immediately to your supervisor. If the supervisor is unavailable or you believe it would be inappropriate to contact that person, you should immediately contact any other member of management and Human Resources. You can raise concerns and make reports without fear of reprisal or retaliation.

All allegations of sexual harassment will be quickly and discreetly investigated. To the extent reasonably possible, your confidentiality and that of any witnesses and the alleged harasser will be protected against unnecessary disclosure. Communications will be made to others only on a limited "need to know" basis. If you make a complaint under this policy and have not received a satisfactory response, you should contact Human Resources. When the investigation is completed, you will be informed of the outcome of the investigation.

Any supervisor or manager who becomes aware of possible sexual or other unlawful harassment must immediately advise Human Resources or any member of management so it can be investigated in a timely and confidential manner. Upon completion of the investigation, if necessary, corrective measures will be taken. These measures may include, but are not limited to: training, counseling, warning, suspension, or immediate dismissal. Anyone, regardless of position or title, found through investigation to have engaged in improper harassment will be subject to discipline up to and including discharge. If the investigation is inconclusive, the School may still provide counseling or take other appropriate steps.

Brooklyn Prospect prohibits any form of discipline or retaliation for reporting in good faith the incidents of harassment in violation of this policy, pursuing any such claim or cooperating in the investigation of such reports.

7-4 Attendance and Punctuality

To maintain a safe and productive work environment, the School expects employees to be reliable and to be punctual in reporting for scheduled work. You are also expected to take your lunch/break times within the time limits set by your supervisor. Absenteeism and tardiness place a burden on other employees and on the School. In the rare instances when employees cannot avoid being late to work or are unable to work as scheduled, they should notify their supervisor as soon as possible in advance of the anticipated tardiness or absence. If you are going to miss work because you are going to be late or you or a family member is sick, you must notify your supervisor before the time you are to report for work. Your supervisor will advise you of an alternative person to contact if he or she is unavailable.

If you do not inform your supervisor or the alternative person, your tardiness or absence will be considered an unapproved, unscheduled absence and will be deducted from your PTO balance. If you fail to notify your supervisor after three (3) business days of consecutive absences, you will be considered to have abandoned your job. These rules will be enforced uniformly on a non-discriminatory basis.

Poor attendance and excessive tardiness are disruptive. Either may lead to disciplinary action, up to and including termination of employment.

7-5 Personal Appearance

Dress, grooming, and personal cleanliness standards contribute to the morale of all employees and affect the professional image Brooklyn Prospect presents to students and visitors. Recognizing that all employees are both professionals entrusted with the care for children and role models for the students, faculty and staff should dress in a professional respectful manner that honors the diverse background of Brooklyn Prospect families.

Please be mindful that many of the families that Brooklyn Prospect serves originate from modest cultures and will be negatively affected by school employees dressed in manner that does not respect their background.

During business hours or when representing the School, you are expected to present a professional appearance.

Your supervisor or department head is responsible for establishing a reasonable dress code appropriate to the job you perform. If your supervisor determines that your personal appearance is inappropriate, you may be asked to leave the workplace and to return properly groomed and attired. Under such circumstance, you will not be compensated for the time away from work. Consult your supervisor if you have questions as to what constitutes appropriate appearance.

Where necessary, reasonable accommodation will be made to a person with a disability.

7-6 Return of Property

Employees are responsible for all Brooklyn Prospect property, materials, or written information issued to them or in their possession or control.

All School property must be returned by employees on or before their last day of work. Where permitted by applicable laws, the School may withhold from the employee's check or final paycheck the cost of any items that are not returned when required. The School may also take all action deemed appropriate to recover or protect its property.

7-7 Resignation

Resignation is a voluntary act initiated by the employee to terminate employment with the School. Although advance notice is not required, Brooklyn Prospect requests at least 4 weeks' written notice of resignation from Administrative employees and Staff and 12 weeks' notice from Faculty employees. Once notice of resignation is received, the appropriate Brooklyn Prospect personnel may schedule an exit interview to discuss the terms of the employee's departure from the School.

7-8 Suspension

An employee whose immediate dismissal is proposed may be suspended pending final action if the Executive Director finds that the continued performance of the individual's normal duties poses an immediate threat to students, the individual, or other employees. During an interim suspension of this type, the employee continues to receive his/her salary.

7-9 Solicitation

In an effort to ensure a productive and harmonious work environment, persons not employed by Brooklyn Prospect may not solicit or distribute literature in the workplace at any time for any purpose.

Brooklyn Prospect recognizes that employees may have interests in events and organizations outside the workplace. However, employees may not solicit or distribute literature concerning these activities during working time, in work areas or using school email. (Working time does not include lunch periods, work breaks, or any other periods in which employees are not on duty.)

In addition, the posting of written solicitations on company bulletin boards, save the staff board, is prohibited. Bulletin boards are reserved for official organization communications on such items as:

- Postings required by law
- Employee announcements

- Internal memoranda

7-10 Employee Discipline

This section is to help employees understand what is expected of them with regard to proper behavior, performance, and personal conduct. The purpose of this policy is to state Brooklyn Prospect's position on administering equitable and consistent discipline for unsatisfactory conduct in the workplace. By complying with these standards you will help to maintain a positive, safe, work environment for employees.

To address those times when an employee has not met acceptable standards of conduct, the School may provide the employee with counseling, institute progressive discipline, or terminate the employee's employment if your conduct warrants it. We have the discretion to decide whether counseling, progressive discipline or immediate termination is appropriate. The best disciplinary measure is the one that does not have to be enforced and comes from good leadership and fair supervision at all employment levels.

It is in Brooklyn Prospect's best interests to ensure fair treatment of all employees and in making certain that disciplinary actions are prompt, uniform, and impartial. The major purpose of any disciplinary action is to correct the problem, prevent recurrence, and prepare the employee for satisfactory service in the future.

Although employment with the School is based on mutual consent and both the employee and the School have the right to terminate employment at will, with or without cause or advance notice, the School may use progressive discipline at its discretion.

Progressive discipline may call for any of four steps -- verbal warning, written warning, suspension with or without pay, or termination of employment -- depending on the severity of the problem and the number of occurrences. There may be circumstances when one or more steps are bypassed.

Progressive discipline will be used when a supervisor at the School determines it is appropriate. The system of progressive discipline provides an employee with notice of deficiencies in performance and an opportunity to improve.

Depending on the nature and severity of the misconduct as well as whether it has previously occurred, a supervisor and/or Human Resources may investigate an employee's actions. An investigation is designed to obtain all pertinent facts and may include interviewing the employee and other witnesses, reviewing documents, etc. Friends, relatives, attorneys or other third parties are not allowed to participate in internal investigations. Failure to cooperate with an internal investigation is grounds for disciplinary action, up to and including termination of employment.

When the investigation is complete, the supervisor and/or Human Resources will review the facts and the policies. At that point, the supervisor will determine whether the employee should be disciplined, up to and including termination of employment.

Brooklyn Prospect recognizes that there are certain types of employee problems that are serious enough to justify either a suspension or termination of employment, without the usual progressive discipline steps.

By using employee discipline, the School hopes that most employee problems can be corrected at an early stage, benefiting both the employee and the School.

7-11 Problem Resolution

Brooklyn Prospect is committed to all of its employees. Part of this commitment is encouraging an open and frank atmosphere in which any problem, complaint, suggestion, or question receives a timely response from the supervisors and administration.

Brooklyn Prospect strives to ensure fair treatment of all employees. Supervisors, administration, and employees are expected to treat each other with mutual respect. Employees are encouraged to offer positive and constructive criticism.

If employees disagree with established rules of conduct, policies, or practices, they can express their concern through the problem resolution procedure. No employee will be penalized, formally or informally, for voicing a complaint with the School in a reasonable, business-like manner, or for using the problem resolution procedures set forth in this Employee Handbook.

If a situation occurs when employees believe that a condition of employment or a decision affecting them is unjust or inequitable, they are encouraged to bring their issues to management's attention using the same procedure described in the Harassment policy.

1. Employee presents a problem to his or her immediate supervisor at the School after the incident occurred. If the supervisor is unavailable or the employee believes it would be inappropriate to contact that person, the employee may present the problem to any other member of management or Human Resources at the School.
2. Supervisor at the School responds to the problem during discussion or after consulting with appropriate management, when necessary. Supervisor documents discussion and outcome.
3. The employee contacts Human Resources if problem is unresolved.
4. Human Resources reviews and considers the problem.
5. Human Resources counsels and advises the employee, informs the employee of the decision and forwards copy of the written response to the employee's file.

Not every problem can be resolved to everyone's total satisfaction, but only through understanding and discussion of mutual problems can employees and management develop confidence in each other. This confidence is important to the operation of an efficient and harmonious work environment.

7-12 Whistleblower Policy

The New York State Whistleblower Statute protects employees who disclose to their supervisors or an appropriate authority that their employer is in violation of a law or regulation that presents a substantial and specific danger to public health or safety. The Whistleblower Statute prohibits an employer from taking retaliatory action against any employee who makes disclosure as described above.

Brooklyn Prospect requires staff and faculty members to observe high standards of professional and personal ethics in the conduct of their duties and responsibilities. As representatives of the School, we must practice honesty and integrity in fulfilling our responsibilities and must comply with all applicable laws and regulations. It is the responsibility of all employees to comply with this Whistleblower Policy and to report violations or suspected violations in accordance with this Whistleblower Policy regardless of the identity of the suspected offender.

This Whistleblower Policy is intended to encourage and enable staff members and others to raise serious concerns within the School prior to seeking resolution outside the School. No employee who in good faith reports a violation of any School policy or any federal, state or local law or regulation shall suffer harassment, retaliation or adverse employment consequence. An employee who retaliates against someone who has reported a violation in good faith is subject to discipline, up to and including immediate termination of employment.

Brooklyn Prospect has an open door policy and suggests that employees share their questions, concerns, suggestions or complaints with someone who can address them properly. In most cases, one's supervisor is in the best position to address an area of concern. However, if an individual is not comfortable speaking with their supervisor, the staff member is encouraged to speak with Human Resources or a manager he or she feels comfortable approaching.

Employees are required to report suspected violations of the Whistleblower Policy to Human Resources, who has specific and exclusive responsibility to investigate all reported violations. For suspected fraud in accounting or auditing matters, or when an employee is not satisfied or comfortable with his or her manager's response to any other complaint, individuals should contact Human Resources and/or the Director of Operations and Finance directly or a manager he or she feels comfortable approaching.

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 reasonably possible, consistent with the need to conduct an adequate investigation.

Human Resources 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.

In addition, Title VII of the Civil Rights Act, the Age Discrimination in Employment Act, the Equal Pay Act, and the Genetic Information Non-Discrimination Act prohibit retaliation against employees for good-faith exercise of their rights found in those acts. Employees need not fear

retaliation for reporting to their supervisor or an appropriate authority any unlawful or discriminatory practice carried out by Brooklyn Prospect in violation of those acts.

8-1 Life-Threatening Illnesses in the Workplace

Employees with life-threatening illnesses, such as cancer, heart disease, and AIDS, often wish to continue their normal pursuits, including work, to the extent allowed by their condition. Brooklyn Prospect supports these endeavors as long as employees are able to meet acceptable performance standards.

Medical information of individual employees is treated confidentially. Brooklyn Prospect will take reasonable precautions to protect such information from inappropriate disclosure. Managers and other employees have a responsibility to respect and maintain the confidentiality of employee medical information. Anyone inappropriately disclosing such information is subject to disciplinary action, up to and including termination of employment.

8-2 Recycling

Brooklyn Prospect supports environmental awareness by encouraging recycling and waste management in its teaching practices and operating procedures. This support includes a commitment to the purchase, use, and disposal of products and materials in the manner that best utilizes natural resources and minimizes any negative impact on the environment.

Special recycling receptacles have been set up to promote the separation and collection of the following recyclable materials at the School:

- computer paper
- white high grade or bond paper
- mixed or colored paper
- newspaper
- corrugated cardboard
- brown paper bags
- aluminum
- glass
- plastics
- printer cartridges

The simple act of placing a piece of paper, can, or bottle in a recycling container is the first step towards reducing demand on the earth's limited resources. The success of this program depends on active participation by all of us. Employees are encouraged to make a commitment to recycling and to be a part of this solution.

Brooklyn Prospect encourages reducing and, when possible, eliminating the use of disposable products. Source reduction decreases the consumption of valuable resources through such workplace practices as:

- communication through computer networks with email
- two-sided photocopying
- electronic business forms
- reusing paper clips, folders, and binders
- turning off lights when not in use

Whenever possible, employees of Brooklyn Prospect are encouraged to purchase products for the workplace that contain recycled or easily recyclable materials. Buying recycled products supports recycling and increases the markets for recyclable materials.

By recycling, the School is helping to solve the community's trash disposal and control problems.

8-3 Nursing Mothers

As part of the School's family-friendly policies and benefits, the School supports nursing mothers by accommodating the mother who wishes to express breast milk during her workday when separated from her newborn child.

Accommodation for Lactating Mothers

For up to three years after the child's birth, any employee who is breastfeeding her child will be provided reasonable break times to express breast milk for her baby. The school has designated the room located off of the hallway leading to the Commons Kitchen for this purpose at the Windsor Terrace location. A location will also be provided at the Downtown Elementary School. Please contact Human Resources for more information on this location.

Breast milk is able to be stored in any refrigerator for staff use, though individual campuses may have small refrigerators specifically for the storage of breast milk. Any breast milk stored in the refrigerator must be labeled with the name of the employee and the date of expressing the breast milk. Any nonconforming products stored in the refrigerator may be disposed of. Employees storing milk in the refrigerator assume all responsibility for the safety of the milk and the risk of harm for any reason, including improper storage, refrigeration and tampering. Nursing mothers wishing to use the mother's room must request access to the room by contacting Human Resources. Additional rules for use of the room and any equipment or storage are posted in the room.

8-4 Gifts

In accordance with the Conflict of Interest Provision contained in this Handbook, no employee of Brooklyn Prospect is permitted to accept, during any calendar year, gifts of any kind having a value exceeding fifty dollars (\$50.00) – 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.

The Executive Director may make exceptions, including in instances where such gifts intended for and will be used by the School. Offers of such gifts in excess of \$50.00, even when refused, must be communicated immediately by the employee receiving such offer to the Executive Director. The failure to report such offer will be considered a serious matter by Brooklyn Prospect. The Executive Director has the discretion to direct an employee to return any gifts received by the employee.

8-5 Outside Communications

In all communications with external parties, including all media outlets (such as print, broadcast and Internet), the Deputy Executive Director/Director of Institutional Advancement is responsible for communicating Brooklyn Prospect's position. Any media inquiries should be directed to the Deputy Executive Director/Director of Institutional Advancement.

Employees are responsible for checking voicemail and email daily and should respond to any messages, both voice and electronic, within 48 hours of receipt.

A member of the communications team must review any form of correspondence that is intended to be sent to 10 or more external parties, including families of current, future and prospective students, prior to it being sent, for the first time, by any employee of the School. Correspondence includes, but is not limited to: letters, memoranda, field trip permission slips, etc. If a document has been reviewed in the past, and edits made, the communication team does not need to review. All employees are urged to have another adult in the community review correspondence for accuracy before sending.

8-6 Mandatory Reporting of Child Abuse or Mistreatment

All mandatory reporters, including social workers, therapists, school teachers, nurses, and administrators and other child care workers are legally required to report all suspected cases of child abuse or mistreatment to the Statewide Central Register of Child Abuse and Maltreatment. For detailed policies and procedures for your school, please see the school social worker. Brooklyn Prospect will not retaliate in any way against an employee who makes such a report based on the employee's reasonable suspicion of child abuse or mistreatment.

**BROOKLYN PROSPECT CHARTER SCHOOL
EMPLOYEE HANDBOOK
ACKNOWLEDGEMENT OF RECEIPT**

The employee handbook describes important information about my employment with Brooklyn Prospect Charter School and I understand that I should consult with my supervisor or with Human Resources regarding any questions not answered in these policies.

Because the information, policies, and benefits described here, or on the Brooklyn Prospect Charter School Operations Central page, are subject to change, I acknowledge that revisions to the employee handbook may occur, except to the policy of employment at will. All such changes will be communicated through official notices, and I understand that revised information may supersede, modify, or eliminate existing policies.

Only Brooklyn Prospect Charter School has the ability to adopt any revisions to the policies in this employee handbook.

Furthermore, I acknowledge that this employee handbook is not a contract of employment nor a legally binding document. I have received the employee handbook and I understand that it is my responsibility to read and comply with the policies contained in it and any revisions made to it.

Employee name (please print): _____

Employee Signature: _____

Date: _____

APPENDIX H

- DANBURY PROSPECT BUDGET TEMPLATE

Pre-Opening Budget Statement Format

Start-Up Explanation of Revenues and Expenditures

Revenue

| | | | |
|--|--|----------------------|-------------------------------------|
| In-kind services | | 55,697.50 | half of Founding Principal's salary |
| Private contributions (for example: Foundation X grant for \$\$) | | 185,740.00 | |
| Total Revenue | | \$ 241,437.50 | |

Expenditures

Salaries and Benefits

| | | | |
|--|------|----------------------|--|
| Salary-Administrators (for example: 10 weeks for 2 administrators) | 111A | 93,197.50 | includes Founding Principal's 'in-kind' salary |
| Salary-Teachers (for example: 6 weeks for 5 teachers) | 111B | - | |
| Salary-Other | 112A | - | |
| Salary-Support staff | 112B | 55,000.00 | |
| Benefits | 200 | 19,240.00 | |
| Subtotal | | \$ 167,437.50 | |

Services and Activities

| | | | |
|------------------------------|-----|---------------------|--|
| In-service staff development | 322 | - | |
| Pupil services | 323 | - | |
| Field trips | 324 | - | |
| Parent activities | 325 | - | |
| Professional tech services | 330 | 10,000.00 | |
| Accounting | 330 | - | |
| Audit | 331 | - | |
| Student transportation | 510 | - | |
| Communication | 530 | - | |
| Telephone | 530 | - | |
| Postage and shipping | 530 | - | |
| Travel | 580 | - | |
| Subtotal | | \$ 10,000.00 | |

| | | | | | |
|----------------------------------|-----|--------------|--|--|------------------------------------|
| <u>Physical Plant</u> | | | | | |
| Rent | 400 | - | | | |
| Utilities | 400 | - | | | |
| Custodial services | 400 | - | | | |
| Maintenance and repairs | 400 | - | | | |
| Renovations/expansion | 400 | - | | | |
| Subtotal | | \$ - | | | |
| <u>Marketing and Development</u> | | | | | |
| Charter Management Org. | 590 | 40,000.00 | | | legal expenses and consulting fees |
| Advertising | 590 | 7,500.00 | | | staff recruitment |
| Printing | 590 | - | | | |
| Insurance | 590 | - | | | |
| Subtotal | | \$ 47,500.00 | | | |
| <u>Supplies and Equipment</u> | | | | | |
| Supplies-Instructional | 611 | - | | | |
| Supplies-Administrative | 612 | 1,500.00 | | | |
| Supplies-General | 690 | 10,000.00 | | | contingency |
| Text books | 641 | - | | | |
| Library books | 642 | - | | | |
| Computers | 700 | 5,000.00 | | | |
| Furniture | 700 | - | | | |
| Vehicles | 700 | - | | | |
| Other equipment | 700 | - | | | |
| Subtotal | | \$ 16,500.00 | | | |
| <u>Other Objects</u> | | | | | |
| Other objects (e.g., in-kind) | 800 | - | | | |
| Subtotal | | \$ - | | | |
| <u>Loan Repayments</u> | | | | | |

| | | | |
|--------------------------|----------|---------------|--|
| Interest | 900 | - | |
| Principal | 900 | - | |
| | Subtotal | \$ - | |
| Total Expenditures | | \$ 241,437.50 | |
| INCOME LESS EXPENDITURES | | \$ - | |

Danbury Prospect Charter School

Beginning Balance

| Revenue | | | | | | | | | | | |
|-----------------------|--------------|--------------|----------|------------|----------|------------|----------|------------|----------|--------------|--------------|
| | 110 | 110 | 110 | 110 | 110 | 110 | 110 | 110 | 110 | 110 | 110 |
| Number of students | | | | | | | | | | | |
| Per-pupil revenue | \$ 1,210,000 | \$ 302,500 | | \$ 302,500 | | \$ 302,500 | | \$ 302,500 | | \$ 302,500 | |
| Student entitlements | \$ 60,320 | | | \$ 12,064 | | | | | | \$ 48,256 | |
| Grants | \$ 1,125,000 | \$ 1,125,000 | | | | | | | | \$ 1,125,000 | |
| In-kind services | | | | | | | | | | | |
| Private contributions | \$ 48,834 | \$ 4,070 | \$ 4,070 | \$ 4,070 | \$ 4,070 | \$ 4,070 | \$ 4,070 | \$ 4,070 | \$ 4,070 | \$ 4,070 | \$ 48,834 |
| Total Revenue | \$ 2,444,154 | \$ 4,313,570 | \$ 4,070 | \$ 318,634 | \$ 4,070 | \$ 306,570 | \$ 4,070 | \$ 306,570 | \$ 4,070 | \$ 52,326 | \$ 2,444,154 |

[illegible][illegible][illegible]

| | | \$ | 121,000 | \$ | 30,250 | | \$ | 30,250 | | \$ | 30,250 | | \$ | 121,000 |
|---------------------------|-----|----|------------|----|--------|----|----|--------|--------|----|--------|----|-----|------------|
| Marketing and Development | | | | | | | | | | | | | | |
| Charter Management Org. | 590 | | | | | | | | | | | | | |
| Advertising | 590 | | - | | | | | | | | | | | |
| Printing | 590 | | 5,408 | | | | | | | | | | | 5,408 |
| Insurance | 590 | | 10,400 | | | | | | | | | | | 10,400 |
| Subtotal | | | \$ 136,808 | \$ | 40,650 | \$ | - | \$ | 30,791 | \$ | 541 | \$ | 541 | \$ 136,808 |

[illegible]

[illegible]

ENROLLMENT and STUDENT POPULATION

| Danbury Prospect Charter School | | | | | |
|---------------------------------|---------|---------|---------|---------|---------|
| ENROLLMENT | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
| | | | | | |
| Pre-K | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Kindergarten | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 1st Grade | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2nd Grade | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3rd Grade | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 4th Grade | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 5th Grade | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 6th Grade | 110.00 | 110.00 | 110.00 | 110.00 | 110.00 |
| 7th Grade | 0.00 | 110.00 | 110.00 | 110.00 | 110.00 |
| 8th Grade | 0.00 | 0.00 | 110.00 | 110.00 | 110.00 |
| 9th Grade | 0.00 | 0.00 | 0.00 | 110.00 | 110.00 |
| 10th Grade | 0.00 | 0.00 | 0.00 | 0.00 | 110.00 |
| 11th Grade | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 12th Grade | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Total Elementary Enrollment | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Total Middle School Enrollment | 110.00 | 220.00 | 330.00 | 330.00 | 330.00 |
| Total High School Enrollment | 0.00 | 0.00 | 0.00 | 110.00 | 220.00 |
| Total Enrollment | 110.00 | 220.00 | 330.00 | 440.00 | 550.00 |
| New Enrollment | 110.00 | 110.00 | 110.00 | 110.00 | 110.00 |
| STUDENT POPULATION | | | | | |
| Average Daily Attendance % | 95.00% | 95.00% | 95.00% | 95.00% | 95.00% |
| Average Daily Attendance # | 104.50 | 209.00 | 313.50 | 418.00 | 522.50 |
| Special Education Students % | 10.00% | 10.00% | 10.00% | 10.00% | 10.00% |
| Special Education Students # | 11.00 | 22.00 | 33.00 | 44.00 | 55.00 |

| | | | | | | |
|--|--------|--------|--------|--------|--------|--------|
| English Language Learners (ELL) % | 10.00% | 10.00% | 10.00% | 10.00% | 10.00% | 10.00% |
| ELL # | 11.00 | 22.00 | 33.00 | 44.00 | 55.00 | 10.00% |
| Students Qualifying for Free/Reduced Lunch (FRL) % | 50.00% | 50.00% | 50.00% | 50.00% | 50.00% | 50.00% |
| FRL # | 55.00 | 110.00 | 165.00 | 220.00 | 275.00 | 275.00 |

Projected Five Year Budget Statement Format

| | FY 1 | FY 2 | FY 3 | FY 4 | FY 5 | |
|----------------------------------|-----------------|--------------|--------------|--------------|--------------|--|
| Revenue | 2019 | 2020 | 2021 | 2022 | 2023 | |
| Number of students | 110 | 220 | 330 | 440 | 550 | |
| Per-pupil revenue | \$ 1,210,000 | \$ 2,420,000 | \$ 3,630,000 | \$ 4,840,000 | \$ 6,050,000 | |
| Student entitlements | \$ 60,320 | \$ 130,000 | \$ 199,680 | \$ 269,360 | \$ 339,040 | Title I/II, IDEA, Child Nutrition Program |
| Grants | \$ 1,125,000 | \$ 725,000 | \$ 700,000 | \$ 850,000 | \$ 500,000 | |
| In-kind services | - | - | - | - | - | |
| Private contributions | \$ 48,834 | \$ 67,669 | \$ 86,503 | \$ 115,338 | \$ 134,172 | parent payments, general contributions, interest, misc revenue |
| Total Revenue | \$ 2,444,154 | \$ 3,342,669 | \$ 4,616,183 | \$ 6,074,698 | \$ 7,023,212 | |
| Expenditures | | | | | | |
| Salaries and Benefits | | | | | | |
| Salary--Administrators | 111A \$ 337,350 | \$ 347,471 | \$ 460,395 | \$ 688,281 | \$ 756,930 | |
| Salary--Teachers | 111B \$ 590,000 | \$ 1,172,250 | \$ 1,711,715 | \$ 2,432,061 | \$ 2,788,423 | |
| Salary--Other | 112A \$ 11,000 | \$ 37,000 | \$ 53,150 | \$ 64,305 | \$ 85,464 | |
| Salary--Support staff | 112B \$ 205,000 | \$ 279,950 | \$ 348,071 | \$ 423,513 | \$ 486,219 | |
| Benefits | 200 \$ 237,817 | \$ 385,701 | \$ 540,399 | \$ 757,714 | \$ 872,812 | |
| Subtotal | \$ 1,381,167 | \$ 2,222,372 | \$ 3,113,730 | \$ 4,365,874 | \$ 4,989,848 | |
| Services and Activities | | | | | | |
| In-service development staff | 322 \$ 11,200 | \$ 16,400 | \$ 16,712 | \$ 17,033 | \$ 17,364 | professional development (including IB) |
| Pupil services | 323 \$ 49,640 | \$ 86,780 | \$ 123,920 | \$ 183,560 | \$ 233,200 | food service, related services, afterschool, athletics |
| Field trips | 324 \$ 3,120 | \$ 6,240 | \$ 9,360 | \$ 12,480 | \$ 15,600 | field trips, special events |
| Parent activities | 325 \$ 5,000 | \$ 6,000 | \$ 7,000 | \$ 8,000 | \$ 8,000 | PTSO |
| Professional tech services | 330 \$ 23,912 | \$ 43,423 | \$ 63,127 | \$ 81,521 | \$ 97,585 | payroll services, sub teachers, temps, other consultants |
| Accounting | 330 - | - | - | - | - | CMO |
| Audit | 331 - | - | - | - | - | CMO |
| Student transportation | 510 - | - | - | - | - | assume district will cover |
| Communication | 530 - | - | - | - | - | CMO |
| Telephone | 530 \$ 16,000 | \$ 16,240 | \$ 16,484 | \$ 16,731 | \$ 16,982 | phone, internet |
| Postage and shipping | 530 \$ 1,248 | \$ 2,496 | \$ 2,571 | \$ 2,648 | \$ 2,727 | |
| Travel | 580 \$ 5,304 | \$ 10,608 | \$ 10,926 | \$ 11,254 | \$ 11,592 | staff travel, gifts, events |
| Subtotal | \$ 115,424 | \$ 188,187 | \$ 250,100 | \$ 333,227 | \$ 403,050 | |
| Physical Plant | | | | | | |
| Rent | 400 - | - | - | - | - | covered by city |
| Utilities | 400 \$ 60,000 | \$ 61,800 | \$ 63,654 | \$ 65,564 | \$ 67,531 | |
| Custodial services | 400 \$ 200,000 | \$ 225,000 | \$ 243,300 | \$ 263,304 | \$ 285,179 | includes security |
| Maintenance and repairs | 400 \$ 20,000 | \$ 22,950 | \$ 25,914 | \$ 28,891 | \$ 31,883 | |
| Renovations/expansion | 400 - | - | - | - | - | |
| Subtotal | \$ 280,000 | \$ 309,750 | \$ 332,868 | \$ 357,759 | \$ 384,593 | |
| Marketing and Development | | | | | | |
| Charter Management Org. | 590 \$ 121,000 | \$ 242,000 | \$ 363,000 | \$ 484,000 | \$ 605,000 | assume 10% of per pupil funding |
| Advertising | 590 - | - | - | - | - | CMO |
| Printing | 590 \$ 5,408 | \$ 10,816 | \$ 11,140 | \$ 11,475 | \$ 11,819 | |

| | | | | | | | | | | | | |
|--------------------------------|-----|----|-----------|----|-----------|----|-----------|----|-----------|----|-----------|---|
| Insurance | 590 | \$ | 10,400 | \$ | 20,800 | \$ | 31,200 | \$ | 41,600 | \$ | 52,000 | |
| Subtotal | | \$ | 136,808 | \$ | 273,616 | \$ | 405,340 | \$ | 537,075 | \$ | 668,819 | |
| Supplies and Equipment | | | | | | | | | | | | |
| Supplies-Instructional | 611 | \$ | 23,920 | \$ | 47,840 | \$ | 71,760 | \$ | 95,680 | \$ | 119,600 | office supplies, copier lease, licenses/subscriptions, SIS, other admin |
| Supplies-Administrative | 612 | \$ | 48,682 | \$ | 69,316 | \$ | 81,924 | \$ | 94,549 | \$ | 107,190 | |
| Text books | 641 | \$ | 30,000 | \$ | 30,000 | \$ | 30,000 | \$ | 30,000 | \$ | 30,000 | |
| Library books | 642 | \$ | 1,040 | \$ | 2,080 | \$ | 3,120 | \$ | 4,160 | \$ | 5,200 | |
| Supplies-General | 690 | \$ | 6,448 | \$ | 12,896 | \$ | 19,344 | \$ | 25,792 | \$ | 32,240 | tech supplies |
| Computers | 700 | \$ | 60,150 | \$ | 51,750 | \$ | 48,150 | \$ | 50,550 | \$ | 48,150 | |
| Furniture | 700 | \$ | 250,000 | \$ | 100,000 | \$ | 100,000 | \$ | 100,000 | \$ | 100,000 | |
| Vehicles | 700 | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - | |
| Other Equipment | 700 | \$ | 87,500 | \$ | 10,000 | \$ | 10,000 | \$ | 40,000 | \$ | 10,000 | network equip, science lab equip, athletic equip |
| Subtotal | | \$ | 507,740 | \$ | 323,882 | \$ | 364,298 | \$ | 440,731 | \$ | 452,380 | |
| Other Objects | | | | | | | | | | | | |
| Other objects (e.g., in-kind) | 800 | \$ | 20,000 | \$ | 20,000 | \$ | 20,000 | \$ | 20,000 | \$ | 20,000 | contingency |
| Subtotal | | \$ | 20,000 | \$ | 20,000 | \$ | 20,000 | \$ | 20,000 | \$ | 20,000 | |
| Loan Repayments | | | | | | | | | | | | |
| Interest | 900 | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - | |
| Principal | 900 | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - | |
| Subtotal | | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - | |
| Total Expenditures | | \$ | 2,441,139 | \$ | 3,337,807 | \$ | 4,486,336 | \$ | 6,054,666 | \$ | 6,918,690 | |
| INCOME LESS EXPENDITURE | | \$ | 3,015 | \$ | 4,862 | \$ | 129,847 | \$ | 20,032 | \$ | 104,522 | |

STAFFING and COMPENSATION

Danbury Prospect Charter School

STAFF HEADCOUNT

| Year 1 2018-19 | Year 2 2019-20 | Year 3 2020-21 | Year 4 2021-22 | Year 5 2022-23 |
|-------------------|-------------------|-------------------|-------------------|-------------------|
| FTE | FTE | FTE | FTE | FTE |

POSITIONS

Salary-Administrators 111A

| | | | | | | |
|------------------------------------|------------|------|------|------|------|------|
| Principal, Middle School | \$ 118,450 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| Principal, High School | \$ 105,000 | 0.00 | 0.00 | 0.50 | 1.00 | 1.00 |
| Head of Operations, Middle School | \$ 77,250 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| Head of Operations, High School | \$ 75,000 | 0.00 | 0.00 | 0.00 | 1.00 | 1.00 |
| Community Manager | \$ 56,650 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| Program Coordinator, Middle School | \$ 50,000 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| Program Coordinator, High School | \$ 50,000 | 0.00 | 0.00 | 0.00 | 1.00 | 1.00 |
| Ops Coordinator | \$ 48,000 | 0.00 | 0.00 | 0.00 | 0.00 | 1.00 |
| Registrar | \$ 50,000 | 0.00 | 0.00 | 1.00 | 1.00 | 1.00 |
| Program Aide, Middle School | \$ 35,000 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| Program Aide, High School | \$ 35,000 | 0.00 | 0.00 | 0.00 | 1.00 | 1.00 |
| TOTAL | | | | | | |

Salary-Teachers 111B

| | | | | | | |
|-------------------------------|-----------|------|------|------|------|------|
| ELA Teacher | \$ 65,000 | 1.00 | 2.00 | 3.00 | 4.00 | 5.00 |
| Math Teacher | \$ 65,000 | 1.00 | 2.00 | 3.00 | 4.00 | 5.00 |
| Science Teacher | \$ 65,000 | 1.00 | 2.00 | 3.00 | 4.00 | 5.00 |
| Humanities Teacher | \$ 65,000 | 1.00 | 2.00 | 3.00 | 4.00 | 5.00 |
| Special Education Teacher | \$ 65,000 | 1.00 | 2.00 | 3.00 | 5.00 | 5.00 |
| Literacy Teacher | \$ 60,000 | 0.50 | 1.00 | 1.00 | 1.50 | 2.00 |
| Special Education Coordinator | \$ 60,000 | 0.50 | 0.50 | 0.50 | 1.00 | 1.00 |
| ELL Coordinator | \$ 60,000 | 0.50 | 0.50 | 0.50 | 1.00 | 1.00 |
| Resident Teacher | \$ 20,000 | 1.00 | 3.00 | 3.00 | 5.00 | 5.00 |
| Specialty Teacher | \$ 60,000 | 2.00 | 4.00 | 6.50 | 8.50 | 8.50 |
| Social Worker | \$ 65,000 | 0.50 | 0.50 | 1.00 | 1.00 | 1.00 |
| Guidance Counselor | \$ 65,000 | 0.00 | 0.50 | 0.50 | 1.00 | 1.00 |
| TOTAL | | | | | | |

Salary-Education Aides 112A

| | | | | | | |
|--------------|------|------|------|------|------|------|
| | \$ - | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | \$ - | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| TOTAL | | | | | | |

Salary-Support Staff 112B

| | | | | | | |
|--------------------|-----------|------|------|------|------|------|
| Nurse | \$ 50,000 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| Librarian | \$ 50,000 | 0.50 | 0.50 | 1.00 | 1.00 | 1.00 |
| Food Service Staff | \$ 40,000 | 1.50 | 1.50 | 2.00 | 2.00 | 2.00 |
| Dean of Students | \$ 50,000 | 1.00 | 2.00 | 2.00 | 3.00 | 4.00 |
| Afterschool Staff | \$ 40,000 | 0.50 | 1.00 | 2.00 | 2.00 | 2.00 |
| TOTAL | | | | | | |

Salary-Other 119

| | | | | | | |
|------------------|------|------|------|------|------|------|
| Faculty Stipends | \$ - | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| TOTAL | | | | | | |

TOTAL SALARIES

| | | | | |
|--------------|--------------|--------------|--------------|--------------|
| \$ 1,143,350 | \$ 1,836,671 | \$ 2,579,331 | \$ 3,608,160 | \$ 4,117,036 |
| 18.50 | 30.00 | 41.50 | 57.00 | 63.50 |

SALARIES, TAXES AND BENEFITS

| Year 1 2018-19 | Year 2 2019-20 | Year 3 2020-21 | Year 4 2021-22 | Year 5 2022-23 |
|------------------------|-------------------|-------------------|-------------------|-------------------|
| Annual Salary Growth % | 3.00% | 3.00% | 3.00% | 3.00% |

| | | | | |
|-------------------|-------------------|-------------------|-------------------|-------------------|
| \$ 118,450 | \$ 122,004 | \$ 125,664 | \$ 129,434 | \$ 133,317 |
| \$ - | \$ - | \$ 52,500 | \$ 108,150 | \$ 111,395 |
| \$ 77,250 | \$ 79,568 | \$ 81,955 | \$ 84,413 | \$ 86,946 |
| \$ - | \$ - | \$ - | \$ 75,000 | \$ 77,250 |
| \$ 56,650 | \$ 58,350 | \$ 60,100 | \$ 61,903 | \$ 63,760 |
| \$ 50,000 | \$ 51,500 | \$ 53,045 | \$ 54,636 | \$ 56,275 |
| \$ - | \$ - | \$ - | \$ 50,000 | \$ 51,500 |
| \$ - | \$ - | \$ - | \$ - | \$ 48,000 |
| \$ - | \$ - | \$ 50,000 | \$ 51,500 | \$ 53,045 |
| \$ 35,000 | \$ 36,050 | \$ 37,132 | \$ 38,245 | \$ 39,393 |
| \$ - | \$ - | \$ - | \$ 35,000 | \$ 36,050 |
| \$ 337,350 | \$ 347,471 | \$ 460,395 | \$ 688,281 | \$ 756,930 |

HS principal will come on half year ahead of HS opening

| | | | | |
|-------------------|---------------------|---------------------|---------------------|---------------------|
| \$ 65,000 | \$ 131,950 | \$ 200,909 | \$ 271,936 | \$ 345,094.00 |
| \$ 65,000 | \$ 131,950 | \$ 200,909 | \$ 271,936 | \$ 345,094.00 |
| \$ 65,000 | \$ 131,950 | \$ 200,909 | \$ 271,936 | \$ 345,094.00 |
| \$ 65,000 | \$ 131,950 | \$ 200,909 | \$ 271,936 | \$ 345,094.00 |
| \$ 65,000 | \$ 121,800 | \$ 185,454 | \$ 311,018 | \$ 320,348.00 |
| \$ 30,000 | \$ 61,800 | \$ 63,654 | \$ 95,564 | \$ 129,331.00 |
| \$ 30,000 | \$ 30,000 | \$ 30,000 | \$ 60,000 | \$ 60,000.00 |
| \$ 30,000 | \$ 30,000 | \$ 30,000 | \$ 60,000 | \$ 60,000.00 |
| \$ 20,000 | \$ 75,000 | \$ 75,000 | \$ 130,000 | \$ 130,000.00 |
| \$ 125,000 | \$ 254,650 | \$ 419,117 | \$ 558,517 | \$ 575,273.00 |
| \$ 30,000 | \$ 41,200 | \$ 63,654 | \$ 65,564 | \$ 67,531.00 |
| \$ - | \$ 30,000 | \$ 41,200 | \$ 63,654 | \$ 65,564.00 |
| \$ 590,000 | \$ 1,172,250 | \$ 1,711,715 | \$ 2,432,061 | \$ 2,788,423 |

| | | | | |
|-------------|-------------|-------------|-------------|-------------|
| \$ - | \$ - | \$ - | \$ - | \$ - |
| \$ - | \$ - | \$ - | \$ - | \$ - |
| \$ - | \$ - | \$ - | \$ - | \$ - |
| \$ - | \$ - | \$ - | \$ - | \$ - |

| | | | | |
|-------------------|-------------------|-------------------|-------------------|-------------------|
| \$ 50,000 | \$ 51,500 | \$ 53,045 | \$ 54,636 | \$ 56,275 |
| \$ 25,000 | \$ 25,750 | \$ 53,045 | \$ 54,636 | \$ 56,275 |
| \$ 50,000 | \$ 56,200 | \$ 62,436 | \$ 64,309 | \$ 66,238 |
| \$ 50,000 | \$ 101,500 | \$ 104,545 | \$ 172,681 | \$ 227,862 |
| \$ 30,000 | \$ 45,000 | \$ 75,000 | \$ 77,250 | \$ 79,568 |
| \$ 205,000 | \$ 279,950 | \$ 348,071 | \$ 423,513 | \$ 486,219 |

| | | | | |
|------------------|------------------|------------------|------------------|------------------|
| \$ 11,000 | \$ 37,000 | \$ 53,150 | \$ 64,305 | \$ 85,464 |
| \$ 11,000 | \$ 37,000 | \$ 53,150 | \$ 64,305 | \$ 85,464 |

| | | | | |
|--------------|--------------|--------------|--------------|--------------|
| \$ 1,143,350 | \$ 1,836,671 | \$ 2,579,331 | \$ 3,608,160 | \$ 4,117,036 |
| 18.50 | 30.00 | 41.50 | 57.00 | 63.50 |

Description of Assumptions

| | | Year 1 2018-19 | Year 2 2019-20 | Year 3 2020-21 | Year 4 2021-22 | Year 5 2022-23 |
|--|-------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Payroll Taxes | | | | | | |
| 7.65 FICA | 6.20% | \$ 70,868 | \$ 113,874 | \$ 159,546 | \$ 223,706 | \$ 255,256 |
| 0 Medicare | 1.45% | \$ 16,579 | \$ 26,632 | \$ 37,313 | \$ 52,318 | \$ 59,697 |
| 0.6 State Unemployment | 0.42% | \$ 4,802 | \$ 7,714 | \$ 10,808 | \$ 15,154 | \$ 17,292 |
| 0 FUTA | 0.00% | \$ - | \$ - | \$ - | \$ - | \$ - |
| 0.2 State Disability | 0.80% | \$ 9,147 | \$ 14,693 | \$ 20,587 | \$ 28,865 | \$ 32,936 |
| 0.5 Worker's Compensation | 0.68% | \$ 7,775 | \$ 12,489 | \$ 17,499 | \$ 24,535 | \$ 27,996 |
| Total Payroll Taxes | | \$ 109,190 | \$ 175,402 | \$ 245,753 | \$ 344,579 | \$ 393,177 |
| Taxes as % of Salaries | | 9.55% | 9.55% | 9.55% | 9.55% | 9.55% |
| Fringe Benefits | | | | | | |
| 8.5 Health | 7.00% | \$ 80,035 | \$ 132,240 | \$ 185,280 | \$ 259,788 | \$ 304,661 |
| 0.85 Dental | 0.50% | \$ 5,717 | \$ 9,183 | \$ 12,867 | \$ 18,041 | \$ 20,585 |
| 0 Vision | 0.00% | \$ - | \$ - | \$ - | \$ - | \$ - |
| 0 Life | 1.15% | \$ 13,149 | \$ 21,122 | \$ 29,593 | \$ 41,494 | \$ 47,346 |
| 0 Short/Long term Disability | 0.60% | \$ 6,860 | \$ 11,020 | \$ 15,440 | \$ 21,649 | \$ 24,702 |
| 2.5 Retirement Contribution | 2.00% | \$ 22,867 | \$ 36,733 | \$ 51,467 | \$ 71,163 | \$ 82,341 |
| Total Fringe Benefits | | \$ 128,627 | \$ 210,299 | \$ 294,646 | \$ 413,134 | \$ 479,635 |
| Benefits as % of Salaries | | 11.25% | 11.45% | 11.45% | 11.45% | 11.65% |
| Total Taxes & Benefits | | \$ 237,817 | \$ 385,701 | \$ 540,399 | \$ 757,714 | \$ 872,812 |
| Taxes & Benefits as % of Salaries | | 20.80% | 21.00% | 21.00% | 21.00% | 21.20% |
| | | \$ 1,381,167 | \$ 2,222,371 | \$ 3,113,730 | \$ 4,365,874 | \$ 4,989,847 |

APPENDIX I

- DANBURY FACILITY CONCEPT PLANS

DANBURY PROSPECT CHARTER SCHOOL

Middle School Architectural Program

Grades 6-8 (yr 3 occupancy)

330 Students (approx 27 students x 4 sections x 3 grades)

Location TBD

29 June 2017

| SPACE TYPE | No. | AREA (sf) | TOTAL (sf) | Notes |
|-----------------------------|-----------|---------------|---------------|---|
| GENERAL INSTRUCTION | 17 | Total: | 12,000 | |
| Grade 6 Typ. Classroom | 5 | 750 | 3750 | |
| Grade 7 Typ. Classroom | 5 | 750 | 3750 | |
| Grade 8 Typ. Classroom | 5 | 750 | 3750 | |
| Reading Room | 2 | 375 | 750 | |
| ARTS INSTRUCTION | 5 | Total: | 3,500 | |
| Art Classroom | 1 | 1000 | 1000 | |
| Art Storage | 1 | 125 | 125 | |
| Music Classroom | 1 | 1000 | 1000 | * minimize adjacency w/ other classrooms |
| Music Storage | 1 | 125 | 125 | |
| Dance Room | 1 | 1250 | 1250 | * minimize adjacency w/ other classrooms |
| SCIENCE INSTRUCTION | 4 | Total: | 3,250 | |
| Science Classroom | 3 | 1000 | 3000 | * water/gas @ teacher desk + built-in storage |
| Science Storage | 1 | 250 | 250 | |
| PHYSICAL EDUCATION | 7 | Total: | 9,900 | |
| Health Classroom | 1 | 750 | 750 | |
| Gymnasium | 1 | 6500 | 6500 | |
| Stage | 1 | 1500 | 1500 | |
| Gym Office | 1 | 200 | 200 | |
| Gym Storage | 1 | 250 | 250 | |
| Boys' Changing Room | 1 | 350 | 350 | |
| Girls' Changing Room | 1 | 350 | 350 | |
| LIBRARY / RESEARCH | 2 | Total: | 1,750 | |
| Library | 1 | 1500 | 1500 | |
| Book / Media Storage | 1 | 250 | 250 | |
| ADMINISTRATION | 16 | Total: | 4,400 | |
| Lobby/Reception | 1 | 1000 | 1000 | |
| Main Admin. Office | 1 | 300 | 300 | * incl fireproof student records storage |
| Principal Office | 1 | 150 | 150 | * incl attached restroom, if possible |
| Principal Aide | 1 | 200 | 200 | |
| Meeting Room | 1 | 150 | 150 | |
| Operations Office | 1 | 350 | 350 | |
| Registrar Office | 1 | 150 | 150 | |
| Dean Office | 2 | 150 | 300 | |
| Social Worker | 1 | 250 | 250 | |
| SSS/Counseling | 4 | 150 | 600 | |
| Nurse | 1 | 450 | 450 | * incl exam room, office, restroom |
| Teacher Workroom | 1 | 500 | 500 | |
| CAFETERIA / FOOD SVC | 11 | Total: | 5,340 | |

| | | | | |
|---|-----------|--------------------|----------------|--|
| Conference Room | 1 | 500 | 500 | |
| CAFETERIA / FOOD SVC | 11 | Total: | 7,450 | |
| Commons | 1 | 3100 | 3100 | * (3) periods @ 147 + 25 per period; 18sf/person |
| Kitchen | 1 | 1200 | 1200 | |
| Servery | 1 | 750 | 750 | |
| Storage, Dry Food | 1 | 600 | 600 | |
| Storage, Non-Food | 1 | 200 | 200 | |
| Storage, Paper | 1 | 200 | 200 | |
| Walk-In Cooler / Freezer | 2 | 400 | 800 | |
| Kitchen Office | 1 | 150 | 150 | |
| Dishwashing | 1 | 300 | 300 | |
| Staff Restroom / Lockers | 1 | 150 | 150 | |
| BUILDING SERVICES / STOR. | 20 | Total: | 6,975 | |
| Janitor / Utility Closets | 4 | 50 | 200 | * (1) per floor |
| Test Vault | 1 | 100 | 100 | |
| Storage, Books | 2 | 250 | 500 | |
| Storage, Admin / Supply | 1 | 250 | 250 | |
| Storage, Technology | 1 | 350 | 350 | |
| Storage, General Building | 2 | 750 | 1500 | |
| Storage, Grounds Equipment | 1 | 500 | 500 | |
| IT Closets | 3 | 50 | 150 | * (1) per floor, exc floor w/ Server Room |
| Server Room | 1 | 300 | 300 | |
| Mechanical / Boiler | 1 | 2000 | 2000 | |
| Electrical Room | 1 | 750 | 750 | |
| Sprinkler | 1 | 75 | 75 | |
| Maintenance Office | 1 | 300 | 300 | |
| NSF SUBTOTAL: | | | 71,650 | |
| Grossing Factor incl Toilets, Corridors and Wall Thickness | | GSF FACTOR: | 1.40 | |
| GROSS BUILDING AREA | | | 100,310 | |

| | | | | |
|--------------------------|-----|------|------|----------------------|
| OUTDOOR SPACES | | | | |
| Athletic Field | 1 | | | |
| Outdoor Mechanical | 1 | 2000 | 2000 | * rooftop acceptable |
| Parking, Faculty | 100 | | | |
| Parking, Staff / Visitor | 35 | | | |
| Parking, Future Growth | 35 | | | |
| Bus Queuing Space | tbd | | | |

DANBURY PROSPECT CHARTER SCHOOL

Combined Middle / High School Architectural Program

Grades 6-12

Location TBD

760 Students (approx 27 students x 4 sections x 7 grades)

29 June 2017

| SPACE TYPE | No. | AREA (sf) | TOTAL (sf) | Notes |
|----------------------------|-----------|---------------|---------------|--|
| GENERAL INSTRUCTION | 40 | Total: | 28,125 | |
| Grade 6 Typ. Classroom | 5 | 750 | 3750 | |
| Grade 7 Typ. Classroom | 5 | 750 | 3750 | |
| Grade 8 Typ. Classroom | 5 | 750 | 3750 | |
| Grade 9 Typ. Classroom | 5 | 750 | 3750 | |
| Grade 10 Typ. Classroom | 5 | 750 | 3750 | |
| Grade 11 Typ. Classroom | 5 | 750 | 3750 | |
| Grade 12 Typ. Classroom | 5 | 750 | 3750 | |
| Reading Resource Room | 5 | 375 | 1875 | |
| ARTS INSTRUCTION | 7 | Total: | 13,075 | |
| Art Classroom | 2 | 1000 | 2000 | |
| Art Storage | 1 | 200 | 200 | |
| Music Classroom | 1 | 1000 | 1000 | * minimize adjacency w/ other classrooms |
| Music Storage | 1 | 125 | 125 | |
| Dance Studio | 1 | 1250 | 1250 | * minimize adjacency w/ other classrooms |
| Auditorium | 1 | 8500 | 8500 | * cap. approx. 550 seats; avail. as comm. facility |
| SCIENCE INSTRUCTION | 10 | Total: | 8,750 | |
| MS Science Classroom | 3 | 1000 | 3000 | * water/gas @ teacher desk + built-in storage |
| HS Science Classroom | 4 | 1250 | 5000 | * teacher + student stations w/ water + gas |
| Science Storage | 3 | 250 | 750 | |
| PHYSICAL EDUCATION | 9 | Total: | 24,050 | |
| Health Classroom | 2 | 750 | 1500 | |
| Gymnasium | 1 | 10400 | 10400 | * incl retractable bleachers |
| Fitness Room | 1 | 1200 | 1200 | |
| Gym Office | 1 | 200 | 200 | |
| Gym Storage | 1 | 250 | 250 | |
| Boys' Locker Room | 1 | 750 | 750 | * incl shower + restroom |
| Girls' Locker Room | 1 | 750 | 750 | * incl shower + restroom |
| Pool + Changing Rooms | 1 | 9000 | 9000 | * to be available as community facility |
| LIBRARY / RESEARCH | 2 | Total: | 3,500 | |
| Library | 1 | 3000 | 3000 | |
| Book / Media Storage | 1 | 500 | 500 | |
| ADMINISTRATION | 35 | Total: | 9,600 | |
| Lobby/Reception | 1 | 1500 | 1500 | |
| Main Admin. Office | 2 | 500 | 1000 | * incl fireproof student records storage |
| Principal Office | 2 | 150 | 300 | * incl attached restroom, if possible |
| Principal Aide | 2 | 200 | 400 | |
| Meeting Room | 4 | 150 | 600 | |
| Operations Office | 1 | 750 | 750 | |
| Registrar Office | 2 | 250 | 500 | |

| | | | | |
|--------------------------|---|------|------|--|
| Commons | 1 | 2500 | 2500 | * (3) periods @ 110 + 25 per period; 18sf/person |
| Kitchen | 1 | 1000 | 1000 | |
| Servery | 1 | 500 | 500 | |
| Storage, Dry Food | 1 | 300 | 300 | |
| Storage, Non-Food | 1 | 100 | 100 | |
| Storage, Paper | 1 | 100 | 100 | |
| Walk-In Cooler / Freezer | 2 | 200 | 400 | |
| Kitchen Office | 1 | 120 | 120 | |
| Dishwashing | 1 | 200 | 200 | |
| Staff Restroom / Lockers | 1 | 120 | 120 | |

| | | | | |
|----------------------------------|-----------|---------------|--------------|---|
| BUILDING SERVICES / STOR. | 16 | Total: | 4,100 | |
| Janitor / Utility Closets | 3 | 50 | 150 | * (1) per floor |
| Test Vault | 1 | 100 | 100 | |
| Storage, Books | 1 | 250 | 250 | |
| Storage, Admin / Supply | 1 | 150 | 150 | |
| Storage, Technology | 1 | 200 | 200 | |
| Storage, General Building | 1 | 750 | 750 | |
| Storage, Grounds Equipment | 1 | 350 | 350 | |
| IT Closets | 2 | 50 | 100 | * (1) per floor, exc floor w/ Server Room |
| Server Room | 1 | 200 | 200 | |
| Mechanical / Boiler | 1 | 1200 | 1200 | |
| Electrical Room | 1 | 400 | 400 | |
| Sprinkler | 1 | 50 | 50 | |
| Maintenance Office | 1 | 200 | 200 | |

| | | | |
|---|--------------------|---------------|--|
| NSF SUBTOTAL: | | 44,240 | |
| Grossing Factor incl Toilets, Corridors and Wall Thickness | GSF FACTOR: | 1.40 | |
| GROSS BUILDING AREA | | 61,936 | |

| | | | | |
|--------------------------|-----|------|------|--|
| OUTDOOR SPACES | | | | |
| Athletic Field | 1 | | | * ext play area req'd; athletic fields can be off-site |
| Outdoor Mechanical | 1 | 3000 | 3000 | * rooftop acceptable |
| Parking, Faculty | 50 | | | |
| Parking, Staff / Visitor | 20 | | | |
| Parking, Future Growth | 20 | | | |
| Bus Queuing Space | tbd | | | |

DANBURY PROSPECT CHARTER SCHOOL**Middle School Architectural Program**

Grades 6 (yr 1); 6-7 (yr 2)

110 Students (yr 1); 220 Students (yr 2)

Location TBD

29 June 2017

| SPACE TYPE | No. | AREA (sf) | TOTAL (sf) | Notes |
|----------------------------------|-----------|---------------|--------------|--|
| GENERAL INSTRUCTION | 11 | Total: | 7,875 | |
| Grade 6 Typ. Classroom | 5 | 750 | 3750 | |
| Grade 7 Typ. Classroom | 5 | 750 | 3750 | |
| Reading Room | 1 | 375 | 375 | |
| ARTS INSTRUCTION | 2 | Total: | 1,125 | |
| Art Classroom | 1 | 1000 | 1000 | |
| Art Storage | 1 | 125 | 125 | |
| SCIENCE INSTRUCTION | 2 | Total: | 2,000 | |
| Science Classroom | 2 | 1000 | 2000 | * water/gas @ teacher desk only |
| PHYSICAL EDUCATION | 6 | Total: | 9,150 | * other active space can be substituted |
| Gymnasium | 1 | 6500 | 6500 | |
| Stage | 1 | 1500 | 1500 | |
| Gym Office | 1 | 200 | 200 | |
| Gym Storage | 1 | 250 | 250 | |
| Boys' Changing Room | 1 | 350 | 350 | |
| Girls' Changing Room | 1 | 350 | 350 | |
| LIBRARY / RESEARCH | 1 | Total: | 1,000 | |
| Library | 1 | 1000 | 1000 | |
| ADMINISTRATION | 11 | Total: | 3,250 | |
| Lobby/Reception | 1 | 750 | 750 | |
| Main Admin. / Ops Office | 1 | 500 | 500 | * incl fireproof student records storage |
| Principal Office | 1 | 150 | 150 | * incl attached restroom, if possible |
| Principal Aide | 1 | 200 | 200 | |
| Dean Office | 1 | 150 | 150 | |
| SSS/Counseling | 3 | 150 | 450 | |
| Related Services | 1 | 250 | 250 | |
| Nurse | 1 | 300 | 300 | * incl exam room, office, restroom |
| Teacher Workroom | 1 | 500 | 500 | |
| CAFETERIA / FOOD SVC | 5 | Total: | 3,670 | |
| Commons | 1 | 2500 | 2500 | * (2) periods @ 110 + 25 per period; 18sf/person |
| Servery | 1 | 750 | 750 | * outside food service; no cooking on-site |
| Storage, Dry Food | 1 | 200 | 200 | |
| Storage, Non-Food | 1 | 100 | 100 | |
| Kitchen Office | 1 | 120 | 120 | |
| BUILDING SERVICES / STOR. | 10 | Total: | 2,550 | |
| Janitor / Utility Closets | 2 | 50 | 100 | * (1) per floor |
| Storage, Technology | 1 | 200 | 200 | |
| Storage, General Building | 1 | 500 | 500 | |
| IT Closets | 1 | 50 | 50 | * (1) per floor, exc floor w/ Server Room |

| | | | | |
|---------------------|---|------|------|--|
| Server Room | 1 | 200 | 200 | |
| Mechanical / Boiler | 1 | 1000 | 1000 | |
| Electrical Room | 1 | 300 | 300 | |
| Sprinkler | 1 | 50 | 50 | |
| Maintenance Office | 1 | 150 | 150 | |

| | | | |
|---|--------------------|---------------|------------------------|
| NSF SUBTOTAL: | | 30,620 | w/o GYM: 21,470 |
| Grossing Factor incl Toilets, Corridors and Wall Thickness | GSF FACTOR: | 1.40 | |
| GROSS BUILDING AREA | | 42,868 | 30,058 |

| | | | |
|--------------------------|-----|--|--|
| OUTDOOR SPACES | | | |
| Athletic Field | 1 | | * ext play area req'd; athletic fields can be off-site |
| Parking, Faculty | tbd | | * parking tbd based on temporary school location |
| Parking, Staff / Visitor | tbd | | |
| Parking, Future Growth | tbd | | |
| Bus Queuing Space | | | ??? |

DANBURY PROSPECT CHARTER SCHOOL

High School Architectural Program

Grades 9-12

440 Students (approx 27 students x 4 sections x 4 grades)

Location TBD

29 June 2017

| SPACE TYPE | No. | AREA (sf) | TOTAL (sf) | Notes |
|-----------------------------|-----------|---------------|---------------|---|
| GENERAL INSTRUCTION | 23 | Total: | 16,125 | |
| Grade 9 Typ. Classroom | 5 | 750 | 3750 | |
| Grade 10 Typ. Classroom | 5 | 750 | 3750 | |
| Grade 11 Typ. Classroom | 5 | 750 | 3750 | |
| Grade 12 Typ. Classroom | 5 | 750 | 3750 | |
| Reading Resource Room | 3 | 375 | 1125 | |
| ARTS INSTRUCTION | 6 | Total: | 12,000 | |
| Art Classroom | 1 | 1000 | 1000 | |
| Art Storage | 1 | 125 | 125 | |
| Music Classroom | 1 | 1000 | 1000 | * minimize adjacency w/ other classrooms |
| Music Storage | 1 | 125 | 125 | |
| Dance Studio | 1 | 1250 | 1250 | * minimize adjacency w/ other classrooms |
| Auditorium | 1 | 8500 | 8500 | * capacity approx 550 seats |
| SCIENCE INSTRUCTION | 6 | Total: | 5,500 | |
| Science Classroom | 4 | 1250 | 5000 | * teacher + student stations w/ water + gas |
| Science Storage | 2 | 250 | 500 | |
| PHYSICAL EDUCATION | 7 | Total: | 14,300 | |
| Health Classroom | 1 | 750 | 750 | |
| Gymnasium | 1 | 10400 | 10400 | * incl retractable bleachers |
| Fitness Room | 1 | 1200 | 1200 | |
| Gym Office | 1 | 200 | 200 | |
| Gym Storage | 1 | 250 | 250 | |
| Boys' Locker Room | 1 | 750 | 750 | * incl shower + restroom |
| Girls' Locker Room | 1 | 750 | 750 | * incl shower + restroom |
| LIBRARY / RESEARCH | 2 | Total: | 3,000 | |
| Library | 1 | 2500 | 2500 | |
| Book / Media Storage | 1 | 500 | 500 | |
| ADMINISTRATION | 22 | Total: | 6,300 | |
| Lobby/Reception | 1 | 1500 | 1500 | |
| Main Admin. Office | 1 | 500 | 500 | * incl fireproof student records storage |
| Principal Office | 1 | 150 | 150 | * incl attached restroom, if possible |
| Principal Aide | 1 | 200 | 200 | |
| Meeting Room | 2 | 150 | 300 | |
| Operations Office | 1 | 500 | 500 | |
| Registrar Office | 1 | 250 | 250 | |
| Dean Office | 4 | 150 | 600 | |
| Social Worker | 1 | 250 | 250 | |
| SSS/Counseling | 4 | 150 | 600 | |
| Nurse | 1 | 500 | 500 | * incl exam rooms, office, restrooms |
| Guidance/College Counselors | 3 | 150 | 450 | |

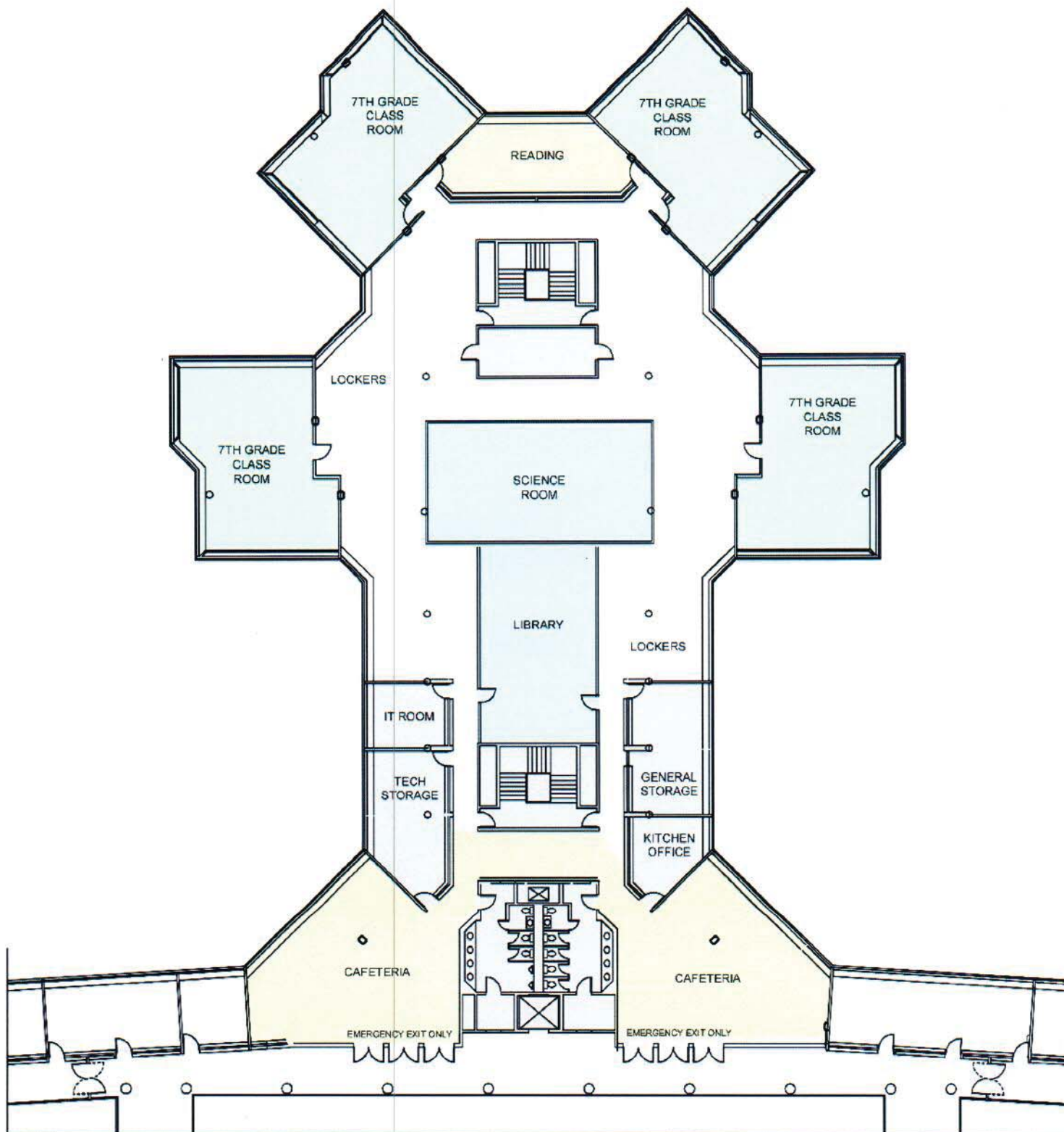
| | | | | |
|-----------------------------|---|-----|------|--------------------------------------|
| Dean Office | 6 | 150 | 900 | |
| Social Worker | 2 | 250 | 500 | |
| SSS/Counseling | 8 | 150 | 1200 | |
| Nurse | 1 | 750 | 750 | * incl exam rooms, office, restrooms |
| Guidance/College Counselors | 3 | 150 | 450 | |
| Conference Room | 1 | 750 | 750 | |

| CAFETERIA / FOOD SVC | | 12 | Total: | 11,000 | |
|--------------------------|---|------|--------|--|--|
| Commons | 1 | 4200 | 4200 | * (4) periods @ 190 + 40 per period; 18sf/person | |
| Kitchen | 1 | 1800 | 1800 | | |
| Servery | 2 | 750 | 1500 | | |
| Storage, Dry Food | 1 | 900 | 900 | | |
| Storage, Non-Food | 1 | 300 | 300 | | |
| Storage, Paper | 1 | 300 | 300 | | |
| Walk-In Cooler / Freezer | 2 | 600 | 1200 | | |
| Kitchen Office | 1 | 250 | 250 | | |
| Dishwashing | 1 | 300 | 300 | | |
| Staff Restroom / Lockers | 1 | 250 | 250 | | |

| BUILDING SERVICES / STOR. | 29 | Total: | 10,900 | |
|----------------------------|----|--------|--------|--|
| Janitor / Utility Closets | 6 | 50 | 300 | * (1) per floor per 'wing' |
| Test Vault | 2 | 100 | 200 | |
| Storage, Books | 4 | 250 | 1000 | |
| Storage, Admin / Supply | 2 | 250 | 500 | |
| Storage, Technology | 1 | 600 | 600 | |
| Storage, General Building | 3 | 750 | 2250 | |
| Storage, Grounds Equipment | 1 | 750 | 750 | |
| IT Closets | 5 | 50 | 250 | * (1) per floor per 'wing', exc floor w/ Server Room |
| Server Room | 1 | 450 | 450 | |
| Mechanical / Boiler | 1 | 3000 | 3000 | |
| Electrical Room | 1 | 1000 | 1000 | |
| Sprinkler | 1 | 100 | 100 | |
| Maintenance Office | 1 | 500 | 500 | |

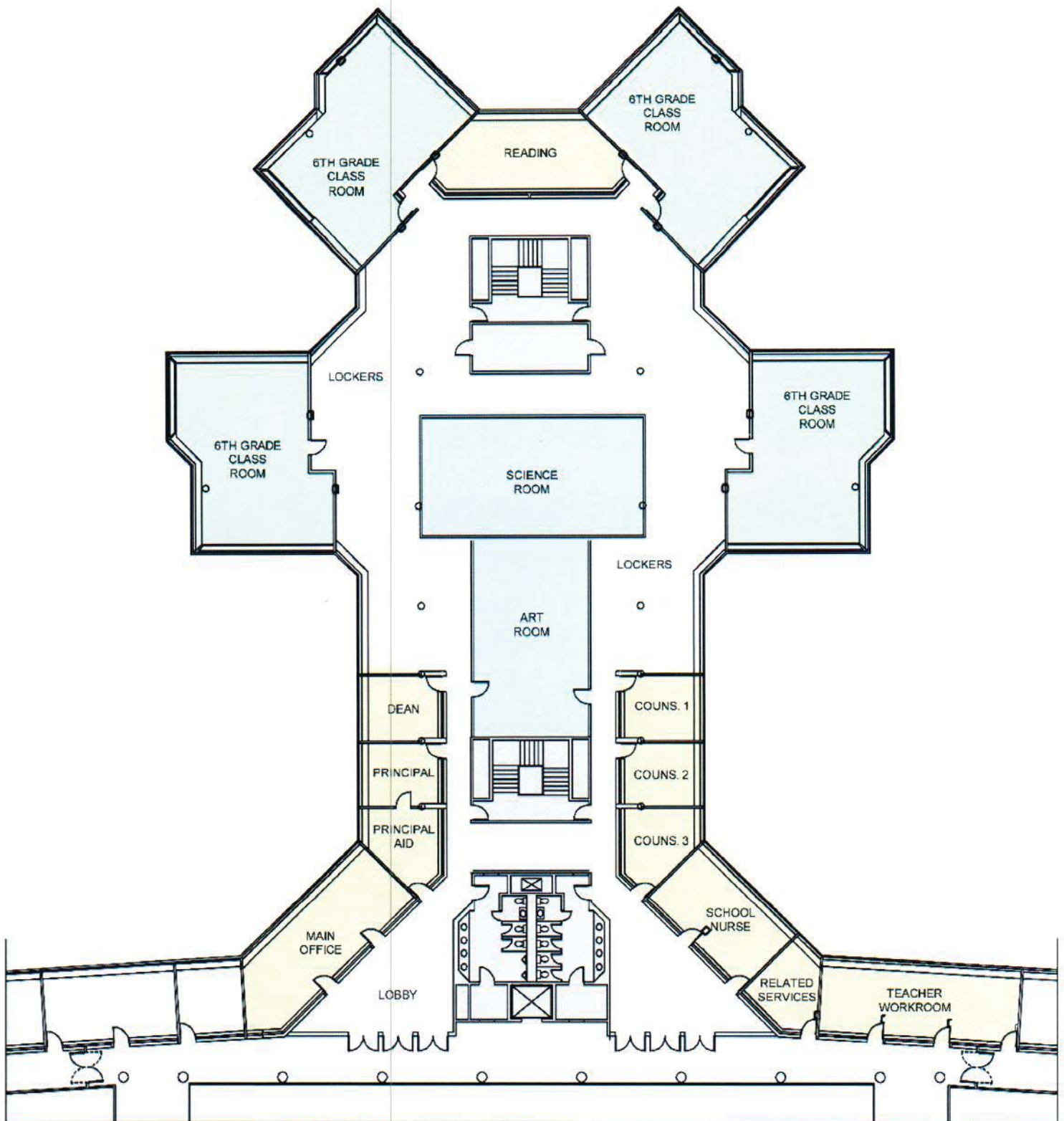
| | | | | |
|---|--------------------|----------------|--|--|
| NSF SUBTOTAL: | | 109,000 | | |
| Grossing Factor incl Toilets, Corridors and Wall Thickness | GSF FACTOR: | 1.40 | | |
| GROSS BUILDING AREA | | 152,600 | | |

| | | | | |
|--------------------------|-----|------|------|---|
| OUTDOOR SPACES | | | | |
| Athletic Field Complex | 1 | | | * to be available as community facility |
| Outdoor Mechanical | 1 | 2000 | 2000 | * rooftop acceptable |
| Parking, Faculty | 150 | | | |
| Parking, Staff / Visitor | 50 | | | |
| Parking, Future Growth | 50 | | | |
| Bus Queuing Space | tbd | | | |



| | |
|-------------|-------------------|
| PROJECT: | DANBURY PROSPECT |
| DATE: | 07/31/2017 |
| SCALE: | NOT TO SCALE |
| DRAWING NO: | OPTION 1 - PLAN B |

TEMPORARY SCHOOL CONCEPT PLAN
39 OLD RIDGEBURY ROAD

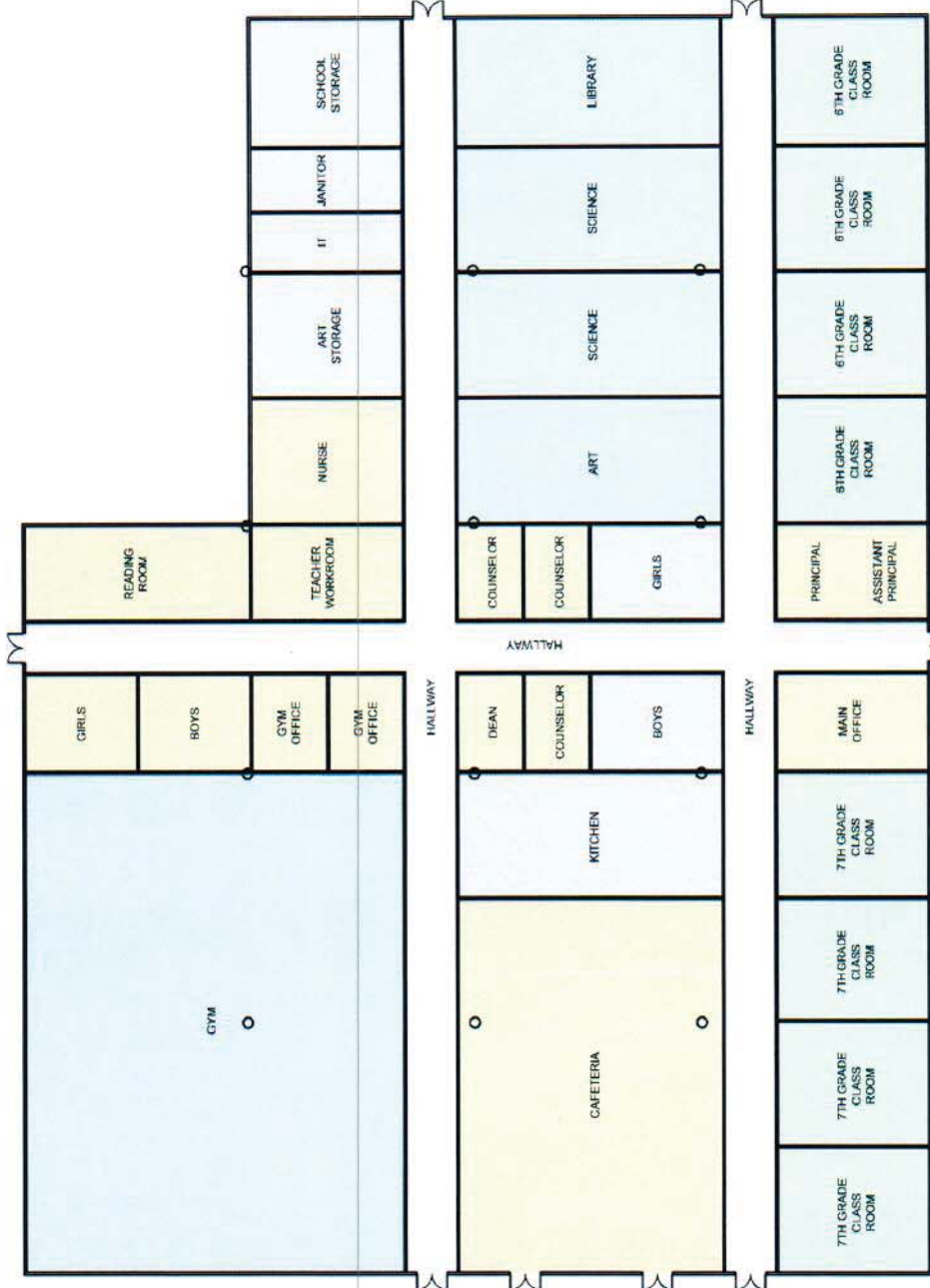


| | |
|-------------|-------------------|
| PROJECT: | DANBURY PROSPECT |
| DATE: | 07/31/2017 |
| SCALE: | NOT TO SCALE |
| DRAWING NO: | OPTION 1 - PLAN A |

TEMPORARY SCHOOL CONCEPT PLAN
39 OLD RIDGEBURY ROAD

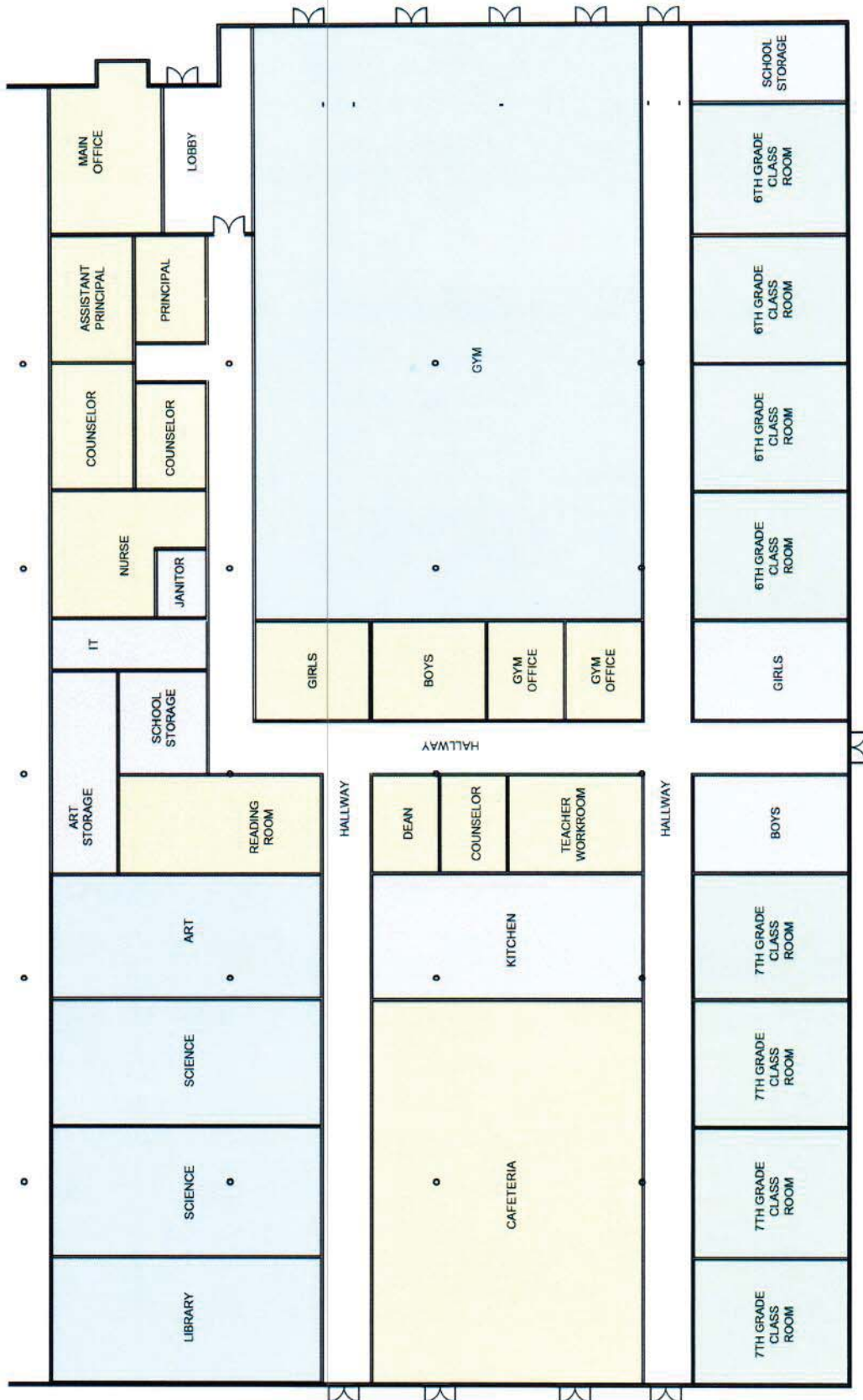
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TEMPORARY SCHOOL CONCEPT PLAN

60 BACKUS AVENUE



TEMPORARY SCHOOL CONCEPT PLAN



43 OLD RIDGEBURY ROAD

APPENDIX J

- BPCS FINANCIAL POLICIES & PROCEDURES

BROOKLYN PROSPECT CHARTER SCHOOL

Financial Policies and Procedures Manual

July 2016

This document will describe the policies and procedures for the accounting and administrative functions conducted by Brooklyn Prospect Charter School. Management may amend this manual as needed. The Board of Trustees is to review the manual every year.

August 2009

(Updated October 2009, January 2010, July 2011, July 2015, July 2016)

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Brooklyn Prospect Charter School – Financial Policies and Procedures

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August 2009

(Updated October 2009, January 2010, July 2011, July 2015, July 2016)

INTRODUCTION

Brooklyn Prospect Charter School is committed to developing and maintaining financial policies and procedures that ensure sound internal controls, fiscal responsibility and accountability in accordance with the Generally Accepted Accounting Principles (GAAP), and rules and regulations of the Financial Accounting Standards Board (FASB). Brooklyn Prospect Charter School will follow all the relevant laws and regulations that govern the Charter Schools within the City and State of New York. As a nonprofit organization, Brooklyn Prospect Charter School is entrusted with funds granted by government agencies, private foundations and individual contributors and it will adhere to the highest of standards of accounting. Clear financial policies and procedures will enable the school to meet its financial needs and obligations, ensure long-term financial stability and viability, and protect its tangible assets and reputation.

Financial Policies

1. Brooklyn Prospect Charter School shall comply with the laws, rules, and regulations applicable to it in regard to financial matters and with the terms of the contract by which it is bound.
2. Control procedures shall be in place to ensure the security of the organization's assets.
3. Timely and accurate financial information shall be produced to fulfill all reporting requirements and management needs.

Financial Leadership and Management

The financial management team of Brooklyn Prospect Charter School consists of:

- Board of Trustees,
- Finance Committee,
- Treasurer of the Board (this person is by default the Chairperson of the Finance Committee),
- Executive Director,
- Deputy Executive Director, Director of Institutional Advancement (hereinafter referred to simply as "Deputy Executive Director"),
- Principals,
- Director of Finance,
- Business Manager,
- Finance Coordinator(s)
- Director of Operations
- Human Resources Manager
- Payroll & Benefits Specialist

The day-to-day fiscal responsibilities of Brooklyn Prospect Charter School are assigned to the financial management team mentioned above. Ultimate fiduciary responsibility for the overall management of the organization lies with the Board of Trustees.

Brooklyn Prospect Charter School – Financial Policies and Procedures

The Board of Trustees will meet quarterly to ensure that its fiduciary duty is maintained. Brooklyn Prospect Charter School has established a Finance Committee, which will be responsible for selecting an audit firm on an annual basis, reviewing the financial policies and procedures manual on an annual basis, and working with the school's finance team to review the monthly financial statements.

The Finance Committee of the Board of Trustees shall be responsible for the primary Board-level oversight of school financial matters, as defined by the Board. The Director of Finance of Brooklyn Prospect Charter School will have the primary responsibility of executing all financial matters. All members of the fiscal management team will work together to make certain that all financial matters of the organization are addressed with care, integrity, and in the best interest of Brooklyn Prospect Charter School.

The Director of Finance is responsible for administering the school's adopted policies and ensuring compliance with procedures that have been approved by the Board of Trustees. Exceptions to written policies may only be made with the prior approval of the Finance Committee. Changes or amendments to these policies shall be conducted by the Finance Committee and approved by the Board of Trustees every year.

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

This manual describes the policies and procedures of Brooklyn Prospect Charter School. The policies are designed to safeguard the assets of the school, facilitate compliance with applicable law, and produce timely and accurate financial information in accordance with the Generally Accepted Accounting Principles (GAAP), and rules and regulations of the Financial Accounting Standards Board (FASB). It is the responsibility of the leadership team to safeguard the school's assets, which include cash, cash equivalents, and fixed assets. The contents of this chapter will demonstrate the internal controls that will be/have been implemented to ensure assets are safeguarded appropriately.

The internal control structure is composed of four basic elements, described in detail below.

1. Internal Control Environment

The internal control environment reflects the importance Brooklyn Prospect Charter School places on internal controls as part of its day-to-day activities. Factors that impact the internal control environment can include management and Board philosophy; organizational structure; ways of assigning authority and responsibility; methods of management and control; personnel policies and practices; and external influences such as significant donor expectations.

2. Accounting System

Brooklyn Prospect Charter School has established an accounting system comprised of the methods and records used to identify, assemble, classify, record and report accounting transactions. The methods are set up to: (1) identify and record all of the organization's transactions; (2) describe the transactions in enough detail to allow classification for financial reporting, and (3) indicate the time period in which transactions occurred in order to record them in the proper accounting period. The fiscal year is from July 1st to June 30th. The school's audited financial statements must be approved by the Board of Trustees and provided to the appropriate oversight entity according to all applicable requirements. Furthermore, the school's budgets for the following fiscal year must be drafted for Board review and approved **prior to** the end of the current fiscal year. The budget may later be revised and approved as necessary.

3. Internal Control Procedures

Brooklyn Prospect Charter School has adopted a number of internal financial controls. These procedures are set up to strengthen Brooklyn Prospect Charter School's internal control structure in order to safeguard the organization's assets. The internal financial controls consist of the following:

Segregation of Duties: A hierarchical structure of authority and responsibility has been developed at Brooklyn Prospect Charter School. Tasks are divided and allocated to guard against one individual having the ability to make an accounting error (either knowingly or unknowingly). This protects the school from any potential fraud or misappropriation of funds. In situations where there are an insufficient number of employees to achieve this because of budget constraints, a compensating control has been created at the school.

Restricted Access: Physical access to valuable and moveable assets is restricted to authorized personnel.

Document Control: In order to ensure that all documents are captured by the accounting system, all invoices must be initialed and dated when recorded and then filed appropriately.

Records Retention: To provide an accurate and auditable record of all financial transactions, the school's books, records, and accounts are maintained in conformity with generally accepted accounting principles as required by New York State law, applicable to charter schools. Records will be maintained for the periods sufficient to satisfy IRS regulations, federal grant requirements, OMB A133 audit requirements, if applicable, and other legal needs as may be determined. Record retention requirements are reviewed annually with legal counsel and independent auditors to determine any necessary changes.

Processing Controls: These are designed to identify any errors *before* they are posted to the general ledger. Common processing controls are the following: (1) Source document matching; (2) Clerical accuracy of documents; and (3) General ledger account code checking.

Reconciliation Controls: These are designed to identify any errors *after* transactions have been posted and the general ledger has been run. The process involves reconciling selected general ledger control accounts to subsidiary ledgers. Reconciliation is completed by the Business Manager and approved by the Director of Finance.

Annual Independent Audit: Brooklyn Prospect Charter School's financial statements are audited annually by Fruchter Rosen & Company, P.C., an independent audit firm selected by the Board of Trustees on the recommendation of the Finance Committee.

Brooklyn Prospect Charter School – Financial Policies and Procedures

Security of Financial Data: The school's accounting software is accessible only to the Director of Finance, Business Manager and Finance Coordinator. Individual ID codes and passwords are in place for every user and limit their access and functionality depending on their role within the school. All other hard copies of financial data, when not in use, will be secured in a closet or cabinet at the school.

Risk Assessment: This is designed to identify, analyze, and manage risk relevant to the preparation of accurate financial statements. It includes mitigating risks involving internal and/or external factors that might adversely affect the school's ability to properly record, process, summarize and report financial data.

4. The Accounting Cycle

The accounting cycle is designed to accurately process, record, summarize, and report transactions of Brooklyn Prospect Charter School. Brooklyn Prospect Charter School will maintain their accounting records and related financial reports on the accrual basis of accounting. Under the accrual basis of accounting, revenues are recognized when earned and expenses are recognized when services are incurred or goods are received.

The component bookkeeping cycles fall into one of five primary functions:

1) Revenue, Accounts Receivable and Cash Receipts

Key tasks in this area include:

- Processing cash receipts
- Making deposits
- Recording cash receipts in the general ledger and subsidiary records
- Performing month-end reconciliation procedures
- Processing general ledger integration for private donations/revenue
- Processing wire transfers into school accounts

2) Purchases, Accounts Payable and Cash Disbursements

Key tasks in this area include:

- Authorizing the procurement of goods and/or services
- Processing purchases (credit card, check, reimbursement)
- Processing invoices
- Issuing checks
- Recording checks in the general ledger and in cash disbursement journals
- Performing month-end reconciliation procedures
- Year-end reporting: Preparing 1099 forms
- Processing wire transfers out of school accounts

3) Payroll

Brooklyn Prospect Charter School – Financial Policies and Procedures

The Human Resources team in conjunction with ADP, an outside service provider, will perform the payroll process. ADP's responsibilities include calculating appropriate amounts for taxes to be remitted to the Federal, State and City government agencies and voluntary and/or statutory deductions that may or may not require remittance to retirement plan trustees, child support agencies, etc.

Key tasks in this area include:

- Obtaining and gathering payroll information
- Preparing payroll checks and depositing payroll taxes
- Submitting information to ADP for processing
- Performing quarterly reconciliation
- Preparing quarterly payroll tax returns
- Preparing W-2s, the W-3, and other annual payroll tax returns

4) General Ledger and Financial Statements

Key tasks in this area include:

- Preparing monthly journal entries
- Reconciling bank accounts and other general ledger accounts
- Reviewing general ledger activity and posting adjusted journal entries
- Producing the financial statements
- Producing the annual budget

The general ledger process consists of posting the period's transactions to Fund E-Z (the accounting software), which produces the financial statements. The Business Manager will reconcile bank and credit card accounts. The Business Manager will enter payroll and with the Director of Finance will review the general ledger and prepare for the annual audit.

The Treasurer of the Board presents quarterly statements to the Board of Trustees at each Board meeting. The required statements are outlined in the Financial Reporting section below.

The Director of Finance is responsible for creating and updating 5-year budget projections for the school. In addition, the Director of Finance, in consultation with the school's leadership team, will prepare the annual operating budget of income and expenses and the capital budget for the school. These budgets and the 5-year projection are reviewed and approved annually, first by the Executive Director, then by the Finance Committee of the Board and finally by the school's Board of Trustees and modified as necessary, with approval by the last day of the closing fiscal year. This process is described below.

5) Budgets and Financial Reporting

Budgets

Budgets are created annually and updated as needed based on actual expenditures and material programmatic changes that occur during the year. Creation of the annual operating budget and capital budget is an iterative process led by the Director of Finance, but requires a great deal of input from the Principals and Directors. This input is necessary to ensure enrollment is accurately represented per the charter agreement, and to make certain the staff can properly support the proposed number of enrolled students. Critical school program expenses should be represented in the budgets to ensure reality is properly reflected. Historical information is used when available and applicable. The iterative process is repeated until the overall budget fairly represents the revenues and expenses for the operating budget as well as the cash requirements for capital expenditures under the capital budget.

Once complete, the Director of Finance presents the overall budget to the Finance Committee for review. If/when the Committee is satisfied, the budget is then presented to the entire Board for a vote of approval. The budget must be approved and passed by the June 30th before the start of the new fiscal year. Once approved, the implementation of, and accountability for, the budget is the sole responsibility of the Executive Director.

After approval, the Business Manager uploads the budget into the accounting system. The Director of Finance then uses this budget to run monthly budget vs. actual expense reports that are shared with the Executive Director and Finance Committee. Differences of \$5,000.00 or more are described in detail. The Executive Director is responsible for making sure that significant differences are thoroughly researched and ultimately identified as either permanent or temporary variances. In addition, the Executive Director ensures the Director of Finance produces contingency budgets with extreme issues.

From a day-to-day operational standpoint, the Director of Finance may work with the Executive Director and Treasurer of the Board to resolve questions or issues related to the budget.

Financial Reporting

One week before each meeting of the Finance Committee and one week before each quarterly meeting of the Board, the following will be sent for review: (1) the budget vs. actual report for the operating budget; (2) the budget vs. actual report for the capital budget; (3) the balance sheet; and (4) the cash flow projection through the end of the fiscal year. The Treasurer of the Board will present these reports to the entire Board and/or Finance Committee at each meeting.

Brooklyn Prospect Charter School – Financial Policies and Procedures

In addition, monthly budget vs. actual reports for the operating budget and capital budget will be produced by the Director of Finance for the Executive Director and the Finance Committee by the end of each month, as of the prior month end.

At the end of the year, the following key financial statements are produced:

- 1) Balance Sheet
- 2) Income Statement
- 3) Statement of Cash Flows
- 4) Statement of Functional Expenses



PROCESSING CASH RECEIPTS AND REVENUE

Background

Brooklyn Prospect Charter School records revenue on the accrual basis of accounting, consistent with generally accepted accounting principles.

Brooklyn Prospect Charter School receives revenues from the following primary sources:

- Federal Government
- State Government
- City Government
- Corporations
- Foundations
- Individuals

If total federal support for the fiscal year should exceed \$750,000, an additional audit under the guidance of OMB Circular A-133 will be conducted.

Processing and Recording Cash Receipts

The Finance Coordinator is responsible for recording cash receipts as well as various other functions with the support of the Business Manager.

The School Aide/Receptionist sorts all mail for their respective campus location. Any mail addressed to a specific staff member should be stamped as “Received” with the date, and transferred, unopened, to the addressee. Any mail addressed generally to the school may be opened by the School Aide/Receptionist, Executive Director, Deputy Executive Director, Director of Finance or Business Manager. All documents contained within should be stamped as “Received” with the date and the initials of the person who opened the mail and transferred to the most appropriate individual. Magazines and catalogs addressed generally to the school do not need to be stamped, but should be transferred to the most appropriate individual.

Mail will be delivered inter-campus by messenger or staff member on a weekly basis.

In the case of credit card statements, they are to be electronically downloaded each

Brooklyn Prospect Charter School – Financial Policies and Procedures

month from Chase Bank's secure website by the Business Manager. Upon initial review, the downloaded statement should be immediately saved as a PDF file and emailed to the Director of Finance, Executive Director and Board Treasurer. Once the Board Treasurer receives the email, s/he should open and review the attachment, and reply all "Approved". The credit card statement should then be printed by the Business Manager and transferred immediately to the Finance Coordinator for reconciliation, payment and filing as appropriate.

In the case of bank statements, they are also to be electronically downloaded each month from Chase Bank's secure website by the Business Manager for review and reconciliation. Before filing, the printed statement and reconciliation should be given to the Director of Finance for review, marked with initials and date, and saved as a PDF file to be emailed to the Board Treasurer upon request.

The Deputy Executive Director or a designated member of the development team may open mail that appears to contain a check and is addressed generally to the school. Once opened, all checks must be stamped immediately in the designated endorsement area with "For Deposit Only", the appropriate bank account number and the name of the school. The check should then be copied. Any correspondence accompanying the check should also be retained. The check, check copy, and any accompanying documents should be transferred in a secure manner to the Business Manager and/or Finance Coordinator.

When a monetary donation is received, a contribution acknowledgement letter will be drafted by a designated member of the development team, signed by the Executive Director, and sent to the donor by the a member of the development team.

Whenever reasonably possible, the Business Manager and/or Finance Coordinator will deposit all checks within three days of receipt. At the latest, checks must be deposited no later than one week from receipt. Checks that cannot be deposited immediately will be placed in a locked location. Before depositing a check, the Business Manager and/or Finance Coordinator will prepare a deposit slip, copy it, and staple this to the copied check. When deposited, a deposit receipt with bank-endorsed proof of deposit will be obtained for all checks.

Deposits may be recorded either as received payment or as general ledger entries. After the check has been deposited, the Business Manager and/or Finance Coordinator records the receipt of funds in the accounting system, organized by date and name. If a receivable has already been created, then the deposit will be applied against the outstanding invoice(s). If not, a deposit is created, recognizing the revenue in the correct month(s). If the cash is not yet earned, it will be applied against the deferred revenues/unearned income general ledger account.

The Business Manager and/or Finance Coordinator prints a Cash Receipts Journal to

Brooklyn Prospect Charter School – Financial Policies and Procedures

show the transaction as posted in the accounting system. This (or a document showing an invoice has been paid) is attached to the front of the copy of the check, copy of deposit slip, deposit receipt with bank-endorsed proof of deposit, and any correspondence that arrived with the check. Together, these documents comprise the Cash Receipts Packet for the respective transaction, with the Cash Receipts Journal on top. The Business Manager and/or Finance Coordinator files the Cash Receipts Packet in the Cash Receipts files, separated by bank account and in date order. All cash receipts and authorized transfers between accounts starting on July 1st and ending on June 30th will be maintained in each fiscal year's Cash Receipts files.

Processing and Recording Revenue

Typically, grants received will be accompanied by specific agreements that explicitly or implicitly restrict their use and which impose unique reporting requirements – financial as well as performance. Brooklyn Prospect Charter School's accounting and documentation system must be such that it is capable of meeting the individual requirements imposed by such grant agreements. Cost centers will be attached to applicable expenses and assets so that associated grant revenues may be earned on an accrual basis. Inasmuch as the quality of grant agreements impacts its financial strength, Brooklyn Prospect Charter School is committed to absolute adherence to this requirement in its reporting system. Accordingly, a reporting calendar shall be established wherein grantor accountability deadlines are tracked for compliance purposes.

Processing Wire Transfers into School Accounts

Government contracts which execute payments via wire transfer remit a wire transfer advice indicating the date and amount of the funds to be deposited in Brooklyn Prospect Charter School's account. This wire transfer advice is processed in the same fashion as a deposit to the bank. All relevant documentation (wire transfer advice/confirmation, Cash Receipts Journal, etc.) should be retained and filed in the Cash Receipts files under the proper bank account, in date order.

Processing and Recording Transfers within School Accounts

In order to maximize interest income, cash will primarily be maintained in the savings account and transferred to the checking account, as necessary for payroll and vendor payments. Transfers between linked Brooklyn Prospect Charter School bank accounts (Chase Business Checking and Savings only) shall be made at the discretion of the Director of Finance.

Once transfer is executed, the transfer confirmation will be filed in the Cash Receipts files in date order, under the bank account receiving funds.

Revenue Recognition for Grants

In instances where grant funds are received in advance of Brooklyn Prospect Charter School expending money applicable to the grant, the grant funds are recorded in the

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accounting system as deferred revenue or a liability until the applicable expenses have been incurred. If the grant funds are received after the school has already expended money on goods or services that are covered under the grant, the grant funds can be recorded as revenue at the time of receipt. If the school has expended part of the grant before receiving the actual funds, the only funds that may be recorded as revenues are those that have already been spent. Any remaining grant money must be recorded as deferred revenue or a liability until the time the funds are actually expended by the school.

Pledges or Grants Receivable

When revenues are earned yet the cash has not been received for all or a portion of the grant/pledge, a receivable is recorded in the accounting system. When Brooklyn Prospect Charter School receives an Unconditional Pledge to Contribute, it will be acknowledged in a pre-numbered contribution acknowledgement letter drafted by a member of the development team, signed by the Executive Director, and sent to the donor by the Deputy Executive Director. The Business Manager and/or Finance Coordinator will enter the amount of the pledge into the general ledger, discounting to their present value any pledges that go beyond a year. The school will recognize the pledge as revenue when it is unconditionally promised to the school. The Business Manager will evaluate all Pledges to Contribute quarterly to verify that each item is still collectible.

Revenue Recognition for Per-Pupil Funding

Per-pupil funding is received by Brooklyn Prospect Charter School on a bi-monthly basis, but recognized as revenue on a monthly basis.

Government Cost-Reimbursement Contracts

When an expense is incurred that is eligible for reimbursement through a government contract, the Director of Finance and/or Business Manager attaches the appropriate cost center to the expense in the accounting system. The Director of Finance and/or Business Manager runs a monthly report of expenses with cost centers, as appropriate based on contract reporting period, so that revenue can be recognized accordingly in that month.

Donated Goods and Services

Donated goods and services can include office space, professional services such as outside counsel's legal advice, food, clothing, furniture and equipment, or bargain purchases of materials at prices less than market value. In addition, volunteers can provide free services, including administrative services, participation in fundraising events, and program services that are not accounted for. The Business Manager and/or Finance Coordinator records donated goods and services in the system at fair value or avoided cost, as determined by the donor and documented in writing, at the date of receipt. When a good or service is donated to the school, a pre-numbered contribution acknowledgement letter will be drafted by a designated member of the development team, signed by the Executive Director, and sent to the donor by a member of the

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development team. General Ledger entries are recorded to recognize the in-kind revenues and in-kind expenses.

Donated Property and Equipment

Property donations received without donor-imposed stipulations are recorded as unrestricted contributions. When property or equipment is donated to the school, a pre-numbered contribution acknowledgement letter will be drafted by a member of the development team, signed by the Executive Director, and sent to the donor by a member of the development team. General Ledger entries are recorded to recognize the in-kind revenues and in-kind expenses.

Donated Stocks

In the event that the school receives donated stocks from a donor, the Business Manager and/or Finance Coordinator records and values these stocks in the accounting system at the time of receipt. When stocks are donated to the school, a pre-numbered contribution acknowledgement letter stating the value of the donated stocks will be drafted by a member of the development team, signed by the Executive Director, and sent to the donor by a member of the development team. General Ledger entries are recorded to recognize transactions related to the donation of stocks.

Accounts Receivable Aging

Accounts receivable outstanding are aged on a thirty, sixty, ninety, and over-ninety day basis. The Director of Finance should review the accounts receivable aging monthly, and with the Business Manager determine which invoices are collectible, follow the necessary requirements based on the type of funding, and select which items to collect.



PROCESSING PURCHASES

Background

Brooklyn Prospect Charter School records expenses on the accrual basis of accounting, consistent with generally accepted accounting principles.

By the adoption of the operating budget by the Board of Trustees, the Executive Director becomes both responsible for, and generally authorized to expend, the amounts budgeted. This authorization may, however, be qualified by Board action based upon availability of funds. Such a qualification may necessitate a prioritization of expenditures based upon an incremental implementation of the organization's Business Plan.

Brooklyn Prospect Charter School procures only those items and services that are required to fulfill the mission and/or fill a bona fide need. Procurements are made using best value contracting, which entails assessing the best value considering quality, performance, volume and price.

Brooklyn Prospect Charter School adheres to the following objectives:

1. Procurements will be completely impartial based strictly on the merits of supplier and contractor proposals and applicable related considerations such as delivery, quantity, quality, etc.
2. The school will make all purchases in the best interests of the school and its funding sources.
3. The school will obtain quality supplies/services needed for delivery at the time and place required.
4. The school will buy from reliable sources of supply.
5. The school will obtain maximum value for all expenditures.
6. The school will deal fairly and impartially with all vendors.
7. The school will be above suspicion of unethical behavior at all times; avoid any conflict of interest, related parties or even the appearance of a conflict of interest in Brooklyn Prospect Charter School supplier relationships. The school's conflict of interest policies are described in its bylaws.

In all purchasing situations, Brooklyn Prospect Charter School utilizes the following procurement guidelines:

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- If the vendor has a contract with New York City and/or New York State then they are called “preferred vendors” and no bidding is required.
- If the vendor’s price is lower than the New York City and/or New York State approved vendor pricing for comparable products/services then no bidding is required.
- If the vendor is providing a unique service that is not offered by other vendors then they are called “sole vendors” and no bidding is required. However, it does require a letter describing the unique service.
- If the vendor is not a “preferred vendor” or a “sole vendor” then a competitive bidding procedure is put into effect. This only applies to purchase orders with a total exceeding \$20,000.00. A description of the competitive bidding procedure follows.

Competitive Bidding Procedure

- **Contracts under \$20,000.00** - The school uses sound business practices when procuring goods and services for amounts less than \$20,000.00.
- **Contracts \$20,000.00 or greater** - The school seeks price quotes from at least three vendors and awards the contract to the responsible vendor offering the supply or service needed for the lowest price. The Director of Operations, Director of Finance or a designee is responsible for soliciting these quotes, and the Executive Director and Board Treasurer provide final approval. Award may be made to a vendor other than the low bidder in circumstances where the higher bid demonstrates best value contracting procedures to the school. In such situations, the Director of Operations, Director of Finance or designee shall prepare a justification statement for such awards, furnishing a brief explanation of the factors leading to such a decision.

Approval Roles

| | |
|---------------------|-----------------------------|
| Up to \$1,000 | Principal or Division Head |
| \$1,000 - \$4,999 | Above + Director of Finance |
| \$5,000-\$19,999 | Above + Executive Director |
| \$20,000 or greater | Above + Board Treasurer |

Requesting and Approving Purchases

Approval to fulfill a purchase is garnered by first filling out a Purchase Request form. Whether the item is being purchased using funds from the operating budget or capital budget, the same procedures must be followed. For reference, a capital expenditure is defined as an expenditure for fixed assets exceeding \$3,000.

Any staff member may fill out a Purchase Request form. Once complete, the form is submitted to the staff member’s direct supervisor for approval, if supervisor is not included in the above Approval Roles table. Approval must then be obtained according

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to the Approval Roles table above, based on total amount of requested purchase. Once the appropriate pre-approval has been obtained, the signed or electronically approved Purchase Request is submitted to the Purchasing Coordinator so that a Purchase Order may then be created, if required by the vendor.

Email approval is always acceptable, and generally preferred. Any and all such email correspondence must be printed, retained and filed with the corresponding purchase documents.

In the event that the Director of Finance needs to request a purchase, the Purchase Request must be approved by the Executive Director. In the event that the Executive Director needs to request a purchase, the Purchase Request form must be approved by the Treasurer of the Board.

In the event the Executive Director, Director of Finance, or Board Treasurer is not available for approval, the Chairperson of the Board of Trustees will be able to approve purchase requests in place of one of those individuals.

For all products and services that need to be ordered, a Purchase Request form must be filled out and approved, as outlined above. The Director of Finance is ultimately responsible for ensuring adherence to the school's procurement guidelines and will be alerted when a Purchase Request exceeds the thresholds requiring competitive bidding. All purchasing thresholds apply to the entire order, not single items. For instance, although one computer may cost \$1,500.00 (under the \$20,000.00 threshold requiring competitive bidding), if 20 computers are being requested, the order total will be \$30,000.00 (above the \$20,000.00 threshold), and as such, require bids from at least three vendors. The Director of Finance is responsible for ensuring competitive bidding procedures are followed, as described above.

Issuance and Monitoring of Purchase Orders

The Business Manager and Finance Coordinator work closely with the Director of Finance and the school based operations staff to ensure that all necessary instructional and administrative purchases are made in a timely and cost-effective manner and, when applicable, in accordance with grant restrictions.

Once all of the approvals, as described above, have been obtained, the school based Purchasing Coordinator will place the order with the vendor. When required by the vendor, the Purchasing Coordinator creates a Purchase Order (PO), reviewing for accuracy of dates, account coding, quantities, and arithmetic extensions, and then sends the order to the vendor, accompanied by any required documentation.

Since the purchase has already been approved at the time of request, no further approvals must be obtained for the PO itself, except in the event of a price increase. In this case, the Purchasing Coordinator will seek reapproval by the original approver(s).

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Email approval is always acceptable, and generally preferred. Any and all such email correspondence must be printed, retained and filed with the corresponding purchase documents.

Receipt of Goods

All goods purchased by the school are delivered directly to the school. It is the responsibility of a designated operations team member to sign for delivery. The operations designee is also responsible for opening the box(es) and obtaining the packing slip(s). The packing slip will be reviewed for accuracy, checked against the original PO or request, stamped as received and initialed. In instances where there is no packing slip, a Substitute Packing Slip form is to be filled out by the operations designee. If everything is correct and the contents of the entire purchase were received and documented on the packing slip, the packing slip will be stapled to the front of the original PO or request. This packet is then filed and transferred to the Finance Coordinator. If only part of the purchase was received, the packing slip for the received items is stapled to the back of the original PO and the packet is filed as 'Partially Received' in order by vendor name, until the remaining items are received.

If everything is not correct with the order, the school based Purchasing Coordinator will contact the vendor for a return/credit to the account. When discrepancies occur, they are investigated and resolved by the Purchasing Coordinator.

Exemption from Sales Tax

Brooklyn Prospect Charter School is exempt from state and federal tax. As such, the school is exempt from sales taxes on goods purchased for their own internal use and services. It is the responsibility of the school based Purchasing Coordinator and/or central office Finance Coordinator to ensure that all vendors have a copy of the Tax Exempt Letter allowing the organization to be exempt from sales taxes.

Reimbursable Expenses

In situations where a purchase is required in short order, staff may make the purchase with their own funds and apply for reimbursement. To receive reimbursement, an Expense Reimbursement Application must be completed, and submitted to the proper approver based on total amount, according to the Approver Roles table, along with all corresponding receipts. In the event that the Executive Director requires reimbursement, the Treasurer of the Board must approve his/her expenses. It is the employee's responsibility to seek approval prior to incurring costs, as there is no guarantee an application for reimbursement will be approved.

Receipts are required for all expenditures requiring reimbursement. Expenditures included on the Expense Reimbursement Application that are not supported by a clear, itemized and dated receipt will not be approved. In the event a cash expenditure was made that cannot be substantiated by a written receipt (i.e. tip for service provider or

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bus driver), a detailed, written justification must be submitted for approval in place of a receipt, along with written verification by a witness who can substantiate the expense.

Once expenses have been incurred, requests for reimbursement should be made within 30 days of expense. Employees should note that the school is tax exempt and therefore does not reimburse employees for tax. A copy of the Tax Exempt Letter may be obtained from a member of the Finance team.

Travel Expenses

Travel arrangements may be secured using the school credit card at the discretion of the card holder, according to the procedures described in the below section, but it is the responsibility of the employee who will be traveling to make his/her own arrangements. In situations where expenses are incurred during the course of business travel, staff may apply for expense reimbursement. Expectations for daily expenses or per diem allowances will be determined prior to the employee trip. Employees should file for reimbursement in the manner described in the above section. Receipts are required for all expenditures requiring reimbursement, and requests for reimbursement must be made within 30 days of expense. In the event that the Executive Director requires travel reimbursement, the Board Treasurer must approve his/her expenses.

Employees should note that the school is tax exempt and therefore does not reimburse employees for tax. A copy of the Tax Exempt Letter may be obtained from a member of the Finance team.

Mileage Reimbursement

All employees are reimbursed at the standard mileage rate per mile as determined by the Internal Revenue Service for use of their own vehicle for business-related travel. Parking fees and tolls paid are reimbursable if supported by receipts. Incurred fuel expenses and parking tickets are not reimbursable.

All employees requesting such mileage reimbursement are required to furnish a Travel Report containing the destination of each trip, its purpose and the miles driven, parking fees and tolls. All corresponding receipts must be attached to the Travel Report. This packet must be submitted to the appropriate approver(s), according to the Approval Roles table, within 30 days of the travel date in order for the employee to receive reimbursement.

Credit Card Purchases

Brooklyn Prospect Charter School credit cards will be provided to Directors and Principals. Credit card use is to be generally restricted to incidental purchases, the making of travel arrangements, and for making reservations with conference facilities or field trip destinations for approved travel and meetings. The corporate credit card is to be limited in its use for accounts payable, but may be used in rare instance where the vendor will not accept payment by check. The corporate credit card may be used for

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capital expenditures, but all approval and budgetary restrictions as outlined in this policy manual shall apply.

Any purchase of \$250 or greater using the credit card must be pre-approved by the Executive Director via email, in addition to any other required approver(s) according to the Approval Roles table and the procedures described above. Credit card purchases totaling less than \$250 do not require pre-approval.

If one of the above-named approvers is the individual requesting use of the credit card, the following procedures will be followed: The Executive Director will approve purchase requests made by the Director of Finance. The Board Treasurer will approve purchase requests made by the Executive Director.

At the end of each month, each cardholder completes a Credit Card Expense Report, which must be emailed to the Executive Director for approval. A copy of this report, along with all corresponding receipts and copies of any pre-approvals received, must be submitted to the Business Manager and/or Finance Coordinator for processing within three business days of the month end. This includes the coding of each expense for the month, so that each can be properly recorded. If there is any question as to how to code a particular expense, the Business Manager and/or Finance Coordinator consults with the Director of Finance or the cardholder for clarification. If clarification cannot be immediately obtained, the unclear expense is booked to the Expense Suspense account, which will be cleared when the month-end financials are produced. The credit card bills are paid in full each month. The charges are entered in the accounting system by the Finance Coordinator and reconciled by the Business Manager. All bills and invoices are subsequently filed accordingly.



PROCESSING CASH DISBURSEMENTS

Processing Invoices

All invoices are mailed to Brooklyn Prospect Charter School directly. The Business Manager and/or Finance Coordinator is responsible for sorting, opening, initialing and dating all invoices.

If an invoice is received prior to receipt of goods, the Finance Coordinator files the invoice until the corresponding paperwork packet is received from the Purchasing Coordinator at the respective school.

Once the goods have been received (or in the case that the shipment had already been received at the time of invoice arrival), the Finance Coordinator staples the invoice to the top of the corresponding packet composed of packing slip, purchase order (as applicable), and all approval documentation. This expanded packet is now a complete Cash Disbursement packet (invoice/packing slip/purchase order/approval). The Cash Disbursement packet is retained in the accounts payable files, in order by vendor name.

In instances where invoices cannot be obtained and a payment is required, a Check Request form is filled out. In this case, any applicable documentation to back up payments requested should be attached. The Check Request form will document the payee, payment due date, amount of payment, etc.

Invoices shall be processed weekly by the Finance Coordinator. The Finance Coordinator establishes the vendor file in the accounting system and reviews the invoice for any purchase discounts, dates and properly captures the billing period in the system. The Finance Coordinator posts invoices to the accounting system with the correct general ledger codes.

Cutting Checks

The Finance Coordinator will maintain all blank check stock in a locked location. Checks are run on a weekly basis, and vendors are paid based on terms of the invoices, as recorded within the system. Check preparation is complete and signatures are obtained not later than the due date, consistent with available discounts if available.

The Executive Director, Deputy Executive Director, Director of Finance, Chairperson of the Board of Trustees and Treasurer of the Board are signatories on the checking

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account. The Business Manager must obtain one signatory's signature for checks below \$5,000.00. For checks above \$5,000.00, two signatories must sign the check.

The Business Manager and/or Finance Coordinator processes payment for the invoice and creates a check. The check is submitted to the required signatories (see above) for signature(s), along with the corresponding Cash Disbursement packet (invoice/packing slip/purchase order/purchase request). At the time the check is signed, any required signatories should review the supporting documentation to ensure they are signing a check for the correct amount and to the correct payee. The Business Manager and/or Finance Coordinator staples the check stub or copy of the signed check to the top of the Cash Disbursement packet and files it in the accounts payable files in check number order, starting with the first check after July 1st and ending with the last check on June 30th. The Finance Coordinator mails the check to the vendor awaiting payment. Electronic fund transfers may also be used, where the same authorizations as checks will be obtained using an Electronic Payment Authorization form. See below for details.

In no event shall an authorized signatory approve an invoice, execute a check, or authorize a disbursement of any kind, payable to him/herself.

Any and all voided checks should be stamped "void" with the date and filed in the Cash Disbursements files in check number order. If a check has gone missing, use a Missing Voided Check Substitute form to act as a placeholder in the Cash Disbursements files.

Processing Electronic Payments

Payments made online or by phone, or recurring electronic funds transfer (EFT) may be processed by the Business Manager only after authorization is obtained by the proper signatories (detailed above). Once the initial authorization has been retained, the same controls should be followed except that the Advice of Debit, or other such documentation of payment from the vendor, will take the place of a traditional check. Fund E-Z creates journal entries based on the vendor as cash is credited and the appropriate expense type is debited. Electronic payments will be recognized in Fund E-Z just as if it were a check, by entering a unique transaction number in place of the check number. The Electronic Cash Disbursement packet, composed of Advice of Debit, confirmation page, and/or any other supporting documentation, is filed along with the other disbursements in date order.

Recurring Expenses

Payments for goods and services that are required on a regular basis (e.g. equipment lease, insurance payments, rent) are handled in the same manner as non-recurring expenses, as described above. Once a lease or other long-term contract is approved according to the above detailed guidelines and Approval Roles, a Purchase Request, PO and/or Check Request is not required for each payment made according to the terms of the agreement. For example, if the Director of Finance, Executive Director and Board

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Treasurer have previously approved a long-term contract with total value of \$20,000, which includes a payment schedule, approval to pay subsequent invoices pursuant to the approved contract terms need only be made by one of those approvers. Similarly, if a long-term real estate or other lease has been properly approved and executed, monthly lease payments do not need subsequent approvals.

Accounts Payable Aging

Accounts payable outstanding are aged on a thirty, sixty, ninety, and over-ninety day basis. The Director of Finance will review the accounts payable aging monthly, determine the available cash balances while taking into consideration other cash requirements in the near future, and with the Business Manager select items to pay.

Petty Cash Account

It is the policy of Brooklyn Prospect Charter School not to use petty cash for purchases, except in rare emergencies, and instead to reimburse employees for approved expenses. Petty cash will be used primarily to make change for parent payments for meal invoices or other school-required purchases. Petty cash kept on hand shall at no time exceed \$300.00 per location, and shall be locked in a cash box and stored in a secure location.

Insurance Coverage

Insurance coverage is maintained pursuant to applicable law.

Currently, Brooklyn Prospect Charter School maintains insurance policies, including: Commercial General Liability, Excess Liability, Workers' Compensation, Student Accident, Directors' Errors and Omissions, Directors and Officers, Property, Non-owned Auto, Student Accident and NY State Disability.

The Board of Trustees, Executive Director, and Director of Finance will conduct an annual review of coverage amounts. The purpose of this review will be to ensure there are adequate means by which to preserve the school's assets and lower the risk of being underinsured. Any proposed changes must be approved by the Board of Trustees and recorded in Board meeting minutes. New coverages will be executed by the Director of Finance. The Director of Finance is responsible for procuring annual renewals with the school's insurance broker. Quotes for renewal will be procured at least one month in advance of a policy's expiration, and presented to the Executive Director for review and approval. The Treasurer of the Board participates in this review in cases where significant coverage changes are proposed.

The Director of Finance maintains original copies of all insurance policies at the school, filed electronically by type of insurance. When possible, copies of all current insurance policies are saved to the school's server, where the leadership team can view and access the information as necessary.

Brooklyn Prospect Charter School requires proof of adequate insurance coverage from

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all prospective contractors, as deemed applicable by the Board of Trustees.

Political Contributions

No funds or assets may be contributed by Brooklyn Prospect Charter School to any political party or organization or to any individual who either holds public office or is a candidate for public office. Brooklyn Prospect Charter School also cannot be involved with any committee or other organization that raises funds for political purposes.

Examples of prohibited activities are:

- Political contributions by an employee that are reimbursed by the school organization.
- Purchase by the organization of tickets for political fundraising events.
- Contributions in kind, such as lending employees to political parties or using school assets in political campaigns.



MANAGEMENT OF CASH

Accounts

Brooklyn Prospect Charter School banks with JP Morgan Chase and has a total of three (3) bank accounts. One is a checking account; one is a savings account, intended to maximize the school's interest income gains; and one is a second savings account, intended specifically as a reserve in case of dissolution. In all instances, the school is utilizing its accounts in a way that safely maximizes its overall interest income. The school account has five (5) authorized Signers: the Executive Director, Deputy Executive Director, Director of Finance, Chairperson of the Board of Trustees and Treasurer of the Board. Bank statements are received monthly electronically.

In the event that the organization wishes to open a new bank account, Board approval is required. As part of the approval, the Board must describe the purpose of the account, signatories, and signatories' authority. The vote to approve and all associated determinations must be recorded in the Board minutes. Should the school wish to close a bank account, Board approval is also required and will be documented in the Board minutes.

Brooklyn Prospect Charter School recognizes that federal insurance on deposits with any bank is limited to a total of \$250,000.00, regardless of the number of accounts held. In the event the balance in a school account is anticipated to be in excess of the insurance coverage, a "re-positioning" agreement is to be negotiated with the financial institution in order to secure such deposits in excess of federal coverage.

Bank Statements

Bank statements are reviewed, dated and initialed by the Executive Director. After review, each statement is submitted to the Business Manager to complete the bank reconciliation.

Bank Reconciliation

Using the Fund E-Z bank reconciliation function, reconciliations are prepared monthly for all bank accounts. This preparation is accomplished by the Business Manager, who identifies reconciling items to ensure that cash is being accounted for properly. Any irregularities shall immediately be reported to the Director of Finance, the Executive Director and the Treasurer of the Board. A bank reconciliation report from Fund E-Z showing the unreconciled amount as zero is printed and attached to the bank statement.

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The report is submitted to the Executive Director for review, initialed by each and returned to the Business Manager. The Business Manager and/or Finance Coordinator files the statement and reconciliation report in date order, sorted by bank account.

Related Party Transactions

There are instances where related parties may incur expenses on behalf of each other. For example, it is possible that Brooklyn Prospect Charter School might incur expenses on behalf of Prospect Schools, and vice versa. On a quarterly basis, the accounting will be reconciled between the two entities to ensure that there are no funds owed from one entity to the other at the end of the fiscal year.

Investment of Funds

At present, Brooklyn Prospect Charter School does not have any investment accounts. As such, this section does not currently apply to Brooklyn Prospect Charter School. When the school has funds available for investment, the following policies will apply.

The Board of Trustees sets the investment policy for Brooklyn Prospect Charter School. The investment policy provides general guidelines regarding the type of investments deemed appropriate and the objectives of each investment (e.g., overnight deposits for excess cash, 90 day Treasury notes for excess working capital, etc.). The Treasurer of the Board has been designated to implement the Board's investment policy. The Director of Finance has been granted authority to:

- Purchase and sell investments
- Have 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

Authorization of Investment Vehicles

Annually, the organization's Board of Trustees authorizes use of specific depository and investment banks and brokerage firms. This authorization is documented in the minutes of the applicable Board meeting and communicated to the Executive Director. The Director of Finance communicates the authorization and a list of those personnel designated as authorized agents for the agency to the appropriate banks and firms. As a part of the annual authorization process, the Treasurer of the Board in consultation with the Director of Finance evaluates the organization's prior relationship with banks and brokerage firms to determine suitability for renewal. Such evaluation considers service responsiveness, types of investments offered, quality of investment advice, service and transaction charges, and any other relevant criteria.

Authorization of Investments

All transactions regarding investments must be properly authorized by the Treasurer of the Board and properly communicated to the Board of Trustees. Such transactions

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include:

- Purchases
- Sales
- Movement to and from safekeeping (the physical safeguarding of assets through use of a vault, safe deposit box, or independent custodian)

Investment Purchases

Investment purchases are made by check or bank transfer after compliance with the following procedures:

- A determination that the purchase transaction is properly authorized in accordance with agency policy
- Preparation of a check requisition or a bank transfer request to accompany the investment purchase/sale authorization form

Investment Sales

Investment sales are transacted after compliance with the following procedures:

- A determination that the sale transaction is properly authorized
- The sales authorization is sent to the agent handling the sale transaction for investments held on the premises. Authorization to the agent is communicated in writing. If investments are kept off site, authorization to release the document from safekeeping is provided to the custodian. The custodian provides the agency with a receipt documenting the release from safekeeping. The receipt should be filed in the investment files.

Investment Sales Gain or Loss

The Director of Finance will calculate the expected gain or loss upon sale or other disposition of an investment, before a decision regarding the sale is finalized. The calculation is updated/finalized subsequent to the sale and documented in the investment file.

Investment Sales Proceeds

Proceeds from the sale of investments are received either by check or bank transfer, to the attention of the Director of Finance. A copy of the receipt or deposit ticket is included in the investment file.

Investment Results Reports

Monthly reports detailing the earnings and activity in all investment accounts are prepared by the Director of Finance and distributed to appropriate management and Board personnel. The summary of all transactions for the month is recorded in the general ledger through the use of a journal entry. Journal entries are reviewed by the Director of Finance.

Reconciliation of Investment Accounts

Investment account balances are reconciled with the general ledger balance, by the

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Director of Finance on a quarterly basis. Such reconciliation is reviewed and approved by the Executive Director.

Investment Account Balances Agreed to Third Party Statements

Amounts recorded on the general ledger and supporting schedules are reconciled to third-party statements at least quarterly and preferably monthly, if possible. For those investments held on the agency's premises or at a safe deposit vault, quarterly physical inventories are performed and reconciled to the supporting schedules. The Director of Finance reviews and initials these reconciliations.



PAYROLL

Hiring

Requests for new employees are initiated by members of the leadership team and proposed to the Executive Director, who with the Director of Finance reviews against the approved annual personnel budget. Any new hire will be subject to a full investigation, including a background check, fingerprinting, and references from former employers. Once hired, the Human Resources Manager and/or Payroll and Benefits Specialist will collect all necessary payroll information and submit to ADP. New employees are required to complete the IRS W-4 Form and I-9 Form.

If a situation arises where an employee must begin service before fingerprint clearance is obtained, the employee must receive an Emergency Conditional Appointment that has been approved by Brooklyn Prospect Charter School's Board of Trustees. Under a conditional appointment, the staff person will be supervised on a regular basis to ensure the safety of students. Employees who have never been fingerprinted for the New York State Education Department or the New York City Board of Education must be fingerprinted at an approved location, as per New York state guidelines for school personnel fingerprinting.

Salary Determination

Brooklyn Prospect Charter School has established a set salary scale for instructional staff positions. Instructional staff members will be paid based on level of education and years in the profession, as established in the BPCS Faculty Salary Scale.

All non-instructional staff will be paid market competitive wages. Salary is negotiated by the Executive Director.

The Board of Trustees determines the salary of the Executive Director and other key employees. They will consider compensation at peer charter schools in determining salaries. Any such decisions will be captured in the Board meeting minutes. Any changes to a staff member's salary will be approved by the functional Director and documented via a printed change confirmation. A copy of all documentation will be maintained in the employee file.

Bonus Policy

It is not the policy or practice of Brooklyn Prospect Charter School to grant bonuses to any instructional employee.

Compensation Accrual

Although each fiscal year starts on July 1st and ends on June 30th, not every staff member's service start and end dates will mirror the fiscal year. In order to accurately record these expenses according to GAAP, wages may be accrued.

Employees vs. Independent Contractors

When Brooklyn Prospect Charter School makes the choice to utilize an independent contractor, it first ensures that the individual does qualify as an independent contractor and should not be categorized as a regular employee. True independent contractors do not have taxes withheld and typically invoice the school to receive payment. Before the school engages an independent contractor, it sets up the relationship in such a way as to ensure that the status is in accordance with employment and tax law. Generally, if a worker is being managed closely on a day-to-day basis, he or she must be paid as an employee and have statutory deductions taken from his/her paycheck. In analyzing whether or not a worker qualifies as an independent contractor, the school should review each of the questions below.

The following questions are designed as a guide to help delineate between employees and contractors:

- How much control does the employer exercise over the worker?
- Who sets the hours and schedule for the worker?
- How much control does the worker have over the manner in which they go about their work – i.e. does the employer dictate how the job is done or simply expect the job to be finished?
- Does the worker use his or her own tools or equipment?
- Is the worker located on the employer's premises or does s/he work out of his or her own space?
- Is the worker exclusively employed by the employer or free to contract with others to provide the same or a similar service?
- Do the contract terms pay the worker a fixed sum, with the obligation to pay expenses, payroll taxes, and any relevant benefits resting with the worker?
- Does the worker use company letterhead?
- Who pays for the worker's expenses?

Utilization of Independent Contractors/Consultants

Once the determination has been made that a worker is an independent contractor, the school creates a written contract directly identifying the individual's status as an independent contractor and detailing why the relationship is as such. Part of the

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contract should enumerate the rights and responsibilities on both sides of the independent contractor agreement. This includes clearly identifying the worker's responsibility to pay estimated tax, self-employment tax, and so on. The utilization of all consultants and contract personnel are sufficiently evidenced by:

- a. Details of all agreements (e.g., work requirements, rate of compensation, and nature and amount of other expenses, if any) with the individuals or organizations providing the services and details of actual services performed.
- b. Invoices or billings submitted by consultants, including sufficient detail as to the time expended and nature of the actual services performed.
- c. The use of a management contract for educational and administrative services will clearly identify the contractor's performance requirements, including students' academic achievement, contractor's compensation and Brooklyn Prospect Charter School's rights to educational curricula and intellectual property developed (if applicable).

In processing payment for any independent contractor, a W-9 form must be filled out prior to issuance of the first payment for services provided. In all cases where compensation exceeded the \$600.00, a 1099-Misc will be issued, as required by law.

Obtaining Payroll Information

The Human Resources Manager, under the supervision of the Director of Finance, is responsible for the following:

Establishing a Personnel File for Each Employee

The personnel file serves as a chronological performance record throughout the employee's tenure with the organization and, as such, is kept secure and confidential. Personnel records are kept for a minimum of ten years. All personnel files must be kept in a locked file cabinet. Access to such personnel files is limited to the Director of Finance and the Executive Director.

Employee files are the sole property of Brooklyn Prospect Charter School. No employee can review or access his or her own personnel file without Human Resources approval and supervision. The employee will be provided with the opportunity to rebut and respond to any document contained in the personnel file in writing. All materials associated with the rebuttal and response shall stay in the personnel file. Any employee may examine his or her personnel file in the presence of the Human Resources Manager or his or her designee. The employee may take written notes concerning the contents of the personnel file, and may add comments for inclusion in the file. No personnel file is to be removed from the office where it is kept unless expressly permitted in writing by the Human Resources Manager.

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Personnel files for employees will contain the following documents:

| Form | Update Timeline | Month for Update (if applicable) |
|------------------------------------|---|-------------------------------------|
| Contract including Job Description | Annually for faculty/ As needed for staff | |
| Fingerprint Check | No update needed | |
| Federal Withholding Form W-4 | As needed | |
| Retirement Account Application | As needed | |
| Retirement Beneficiary Information | As needed | |
| Certifications (if applicable) | As needed | |
| Resume | As needed | |
| Job description | As needed | |
| Annual Evaluation Documentation | Annually | |
| Direct Deposit | As needed | |

A separate file in a separate locked location is maintained for I-9s, (including copies of identity verification documents), as required by the U.S. Department of Homeland Security. Each I-9 form is filled out entirely in the same color ink. All information entered on the I-9 is verified by the Human Resources Manager, school-based Head of Operations or an HR designee, who signs off on the form after seeing original copies of all required documentation (copies are only made for the file, and are not acceptable forms of initial verification).

Brooklyn Prospect Charter School complies with the laws and general principles of employee confidentiality as set forth in the Health Insurance Portability and Accountability Act (HIPAA) with regard to the dissemination of private health information (PHI) of school employees. In order to comply with all rules and regulations, including the Americans with Disabilities Act (ADA), Brooklyn Prospect Charter School will keep all medical records and all other related documents separate from the personnel file. This includes all enrollment forms for medical, dental, and life insurance benefits. These forms will be maintained in a separate binder in a separate locked location. Employees should consult with the Director of Finance for further information concerning the school's privacy practices.

Employee Information

In order to prepare a payroll, the Director of Finance obtains and maintains the following information for each employee:

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| Information | Source of Data |
|------------------------------|--|
| Name and Address | W-4 |
| Social Security Number (SSN) | W-4 |
| Date of Birth | I-9 |
| Job Title | Job Description |
| Wage Rate | Employee Agreement/Offer of Employment |
| Withholding Status | W-4 |
| Other authorized deductions | Employer information sheet |

Analyzing Job Information

The Fair Labor Standards Act (FLSA) sets employee minimum wage and overtime requirements. Job positions are classified as either exempt or nonexempt from the requirements. These requirements are summarized below and are adhered to by the school.

| Attribute | Exempt | Nonexempt |
|----------------|--|--|
| Payment amount | The employer pays an exempt employee a fixed salary for any and all work performed during a workweek. Minimum wage and overtime pay requirements do not apply. | The employer may pay a nonexempt employee using an hourly, salary, commission, or any other method. Total compensation must be at least the minimum wage for all hours plus overtime pay for hours over the maximum. |
| Pay deductions | Generally, deductions for time not worked may not be made from salary. | The employer pays a nonexempt employee only for the hours worked. Therefore, wage deductions may be made for tardiness, full- or partial-day absences, and any time the employee does not work. |

NONEXEMPT employees are entitled to overtime pay for all hours worked over 40 hours in a workweek under the Fair Labor Standards Act and to all state and federally mandated benefits.

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EXEMPT employees are not entitled to overtime pay under the Fair Labor Standards Act.

In addition to the above categories, each employee will belong to one other employment category:

- **REGULAR FULL-TIME employees** are those who are regularly scheduled to work at least 30 hours per week. They receive all mandatory benefits and are generally eligible for all of Brooklyn Prospect Charter School's discretionary benefits, subject to the terms, conditions and limitations of each benefit program, as in effect from time to time.
- **PART-TIME employees** are those employees who are regularly scheduled to work less than 30 hours per week. They receive all legally mandated benefits but are not generally eligible for Brooklyn Prospect Charter School's discretionary benefits, save for entrance to the Brooklyn Prospect Charter School 401(k) plan.
- **TEMPORARY employees** are those that are hired for short-term periods, usually no longer than 6 months. They will receive all legally mandated benefits but are not eligible for Brooklyn Prospect Charter School's discretionary benefits, save for entrance to the Brooklyn Prospect Charter School 401(k) plan.

Employees are hired as twelve-month employees. Twelve-month employees include, but are not limited to teachers, program staff, and most administrative employees. This determination is made at the time of hire and is indicated in the employee's hire letter or employment contract, if applicable.

Withholding Status

The completed W-4 and IT-2104 forms serve as a basis for employee withholding. If an employee needs to change withholding allowances, the employee must file amended W-4 and/or IT-2104 forms within 10 days of an event that *increases or decreases* the number of withholding allowances. An employee may amend his/her W-4 and IT-2104 forms to increase the number of withholding allowances at any time. In addition, employees are required to notify the Human Resources Manager and/or Director of Finance of any change in name, family status, address, telephone number, emergency contact or other information concerning personnel data held or used by Brooklyn Prospect Charter School within two (2) weeks of any change.

When W-4 and IT-2104 forms are received, the school's business office will comply with the new withholding instructions by the next payroll period. The withholding instructions will usually continue to apply unless and until the employee amends the W-4 and IT-2104 forms.

Although not obligated to evaluate an employee's number of exemptions, the school has three duties relating to the contents of the W-4 and IT-2104 forms:

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1. Disregard invalid W-4 and IT-2104 forms. A form is rendered invalid if the employee changes or adds language to the form.
2. Report excessive allowances. The organization is required to send copies of all W-4 and IT-2104 forms claiming more than 10 withholding allowances along with the organization Form 941 to the IRS.
3. Report full exemptions. The organization is required to send the IRS all claims for full exemptions from withholdings by employees with normal weekly wages of more than \$200.00.

Because of their importance to both the IRS and to employees, the school retains signed originals of the W-4 and IT-2104 forms (no copies) for four years after the annual employment tax returns are filed.

Time Reporting Procedures

Employees are instructed on the proper charging of time to assure the accuracy of recorded time.

The Director of Finance or an HR designee will keep track of all sick days, vacation days, ~~professional development days~~, holidays, bereavement or any other days that exempt employees are not at work.

All non-exempt employees are responsible for recording the actual time they have worked. Federal and state laws require Brooklyn Prospect Charter School to keep an accurate record of time worked in order to calculate pay and benefits. Brooklyn Prospect Charter School complies with applicable federal, state and local wage and hour laws. If an employee suspects that an error in pay has been made, the employee must immediately bring the issue to his or her supervisor's attention for prompt investigation and any necessary correction will be made. Brooklyn Prospect Charter School will not tolerate any form of retaliation against an employee who reports a violation, files a complaint, or cooperates in an investigation concerning payment of wages. Violators of this policy will be subject to disciplinary action, up to and including termination of employment.

Non-exempt employees must accurately record the time they begin and end work. All overtime work must be approved by the supervisor before it is performed. Violators of this policy will be subject to disciplinary action, up to and including termination of employment.

Brooklyn Prospect Charter School requires non-exempt employees to regularly complete accurate timesheets. These timesheets are due at the end of every pay period and must be timely and accurately provided to the employee's supervisor via electronic

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submission in ADP's system. Failure to do so may result in disciplinary action, up to and including termination of employment. Labor hours are accurately recorded and any corrections to timekeeping records, including the appropriate authorizations and approvals, are documented. Completed timesheets must be signed by both the employee and the employee's direct supervisor.

Hours charged on timesheets are reconciled to attendance records by the supervisor and approved. Once reviewed, authorized hours are submitted by the Business Manager to the payroll vendor.

Altering, falsifying, or tampering with time records or recording time on another employee's time record will result in disciplinary action, up to and including termination.

Salaried, exempt employees are paid their entire salary for every day in which they perform any work. Deductions from an exempt employee's pre-determined salary or charge against an exempt employee's accrued leave may be taken under one of the following circumstances, unless otherwise prohibited by law:

1. the employee is absent from work for one or more full days for personal reasons (other than sickness or disability) and has exhausted his/her paid personal days;
2. the employee is absent for one or more full days due to sickness or disability and has exhausted his/her paid leave time under the sick leave policy;
3. the deduction is made to offset any amounts received as payment for jury fees, witness fees, or military pay;
4. the employee is on an unpaid disciplinary suspension imposed in good faith for violating published workplace conduct rules (e.g., rules against workplace harassment or safety rules of major significance);
5. it is the employee's first or last week of employment and he/she is paid a proportionate part of his/her full salary.

Brooklyn Prospect Charter School makes a good faith effort to comply with this salary policy. If, however, an employee believes an improper deduction has been taken from his/her salary, the employee should contact the Director of Finance. The Director of Finance will investigate the deduction and provide the employee with his or her findings. If the Director of Finance determines that a deduction was improperly made, Brooklyn Prospect Charter School will reimburse the employee for that deduction.

Overtime pay applies only to non-exempt employees. When operating requirements or other organizational needs cannot be met during regular working hours, employees may be required to work overtime. Whenever possible, employees will be given the opportunity to volunteer for overtime work assignments, and every effort will be made to distribute overtime opportunities as equitably as possible to all employees qualified to perform the required work. Overtime pay is provided to non-exempt employees in accordance with federal and state wage and hour laws that generally require time-and-

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one-half the employee's regular rate of pay for any hours worked beyond 40 hours in a workweek. Overtime pay is based on actual hours worked.

Time off for sick and vacation days, leaves of absence, and unpaid lunch hours will not be considered hours worked for purposes of calculating overtime pay. All overtime work must have the supervisor's prior authorization. Employees who work overtime without prior authorization will be subject to disciplinary action, up to and including termination of employment.

Processing Payroll

The Human Resources Manager or Payroll designee will first develop an Excel spreadsheet containing the school's entire payroll and enter in to the ADP payroll database for creation of an official payroll batch. Once the batch has been created and cross-referenced with the Excel spreadsheet, the Human Resources Manager or Payroll designee presents the payroll package to the Finance Director and Executive Director for approval. The Human Resources Manager or Payroll designee then submits the payroll batch for processing by ADP.

Once the batch has been processed, the Human Resources Manager or Payroll designee will receive notification that a Payroll Register Preview has been generated. The Human Resources Manager or Payroll designee will then review and accept the payroll, or decline and make any changes before final transmission. This process is repeated every pay period, with any and all changes to payroll recipients or amounts reflected in the spreadsheet.

The school uses an outside service, ADP, to process its payroll.

Payroll Processing is comprised of the following:

| Responsibility | Performed by |
|--|---|
| Obtaining/Processing Payroll Information | Human Resources Manager or Payroll designee |
| Computing Wages | ADP |
| Performing Pay Period Activities | ADP |
| Preparing various annual payroll tax returns | Director of Finance and Business Manager |
| Preparing 1099's* | Business Manager |

*for independent contractors, LLPs and LLCs only

All employees are paid on a 12-month schedule, pay periods will be semi-monthly in length. Both salaried and hourly employees are paid on the same schedule. Employees

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will be paid on the 15th and last day of each month. In the event that the 15th or last day of the month falls on the weekend, the pay date will be the preceeding business day.

The Human Resources Manager or Payroll designee controls and monitors all undelivered and uncashed payroll checks. If an employee is given a paper paycheck and loses that check, he or she must submit a request to Human Resources for a new check to be issued. If an employee loses more than one check, they will be notified that beginning the second lost check a fee will be charged to place a stop payment on the check.

The request must indicate the date on the check. The employee must also certify that he or she believes the check to be lost and that if the employee finds the check, he or she will return it to Brooklyn Prospect Charter School's Director of Finance. A new paycheck will be issued to the employee as soon as practicable after the request is submitted.

Payroll Tax Compliance

The payroll vendor is responsible for the preparation of the periodic payroll tax filings. The Brooklyn Prospect finance team is responsible for reviewing and approving all payroll tax documents and supporting schedules for accuracy and completeness.

Brooklyn Prospect Charter School maintains a schedule of required filing due dates for:

- a. IRS Form W-2 - Wage and Tax Statement.
- b. IRS Form W-3 - Transmittal of Income and Tax Statements.
- c. IRS Form 940 - Employer's Federal Unemployment (FUTA) Tax Return.
- d. IRS Form 941 - Employer's Quarterly Federal Tax Return for Federal Income Tax Withheld from Wages and FICA Taxes.
- e. IRS Form 1099 MISC (also 1099-DIV, 1099-INT, 1099-OID) - U.S. Annual Information Return for Recipients of Miscellaneous Income.
- f. Quarterly and annual state(s) unemployment tax return(s).

Periodic Payroll Reconciliations

Reconciling Employee Payroll Deductions

On a monthly basis, the Human Resources Manager or Payroll designee reconciles deductions made from employees to the payments made to insurers, benefit plan providers, and other payees.

Quarterly Reconciliation of Payroll to Accounting Records

The Payroll Register, the Payroll Register Preview, time sheets for additional work by staff members are filed in Quarterly Payroll binders, according to each pay date by fiscal year. On a quarterly basis, Brooklyn Prospect Charter School's Business Manager performs a reconciliation of all salary accounts in the general ledger, as compared to the salary reported by the payroll processing company on the Form 941 and/or other

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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, Brooklyn Prospect Charter School's Director of Finance performs a reconciliation of the following:

- Gross salaries per all Forms 941
- Gross salaries per W-2 forms
- Gross salaries per General Ledger
- Variances are researched and cleared by January 31 of the following year

Protecting Payroll Information

Salary information constitutes sensitive information. It is the responsibility of the Director of Finance to ensure that all payroll information is kept secure and confidential. The security of personnel files is described above. In addition, Human Resources Manager or Payroll designee in a locked cabinet the payroll registers that are delivered with pay stubs as well as the vouchers and live checks for those that are not enrolled in the direct deposit program.

Changes to Payroll Information

Changes to personnel data are initiated with a Status Change or Salary Change letter and updated Department of Labor notice. The functional Director authorizes any change to payroll data. The payroll vendor processes authorized changes to the payroll data and a copy of the change forms are retained in the employee's personnel file.

Terminations and Resignations

The Director of Finance ensures that any departing employee, whether terminated or resigned, is removed from the payroll immediately after their last payment is made.

An exit interview is held between the departing employee, and Human Resources Manager or Human Resources designee. In the case of employee termination, a copy of the termination letter is presented to the departing employee at the exit interview or termination meeting. In the case of a resignation, this interview is used to document the departing employee's reasons for resignation. This information is critical when assessing staff turnover data.

Upon termination or effective resignation date, all employee belongings are removed immediately, and all employer belongings are returned immediately.

In the event that a key staff member in finance is incapacitated or terminated, Brooklyn Prospect Charter School will hire a financial or human resources consultant to fill in until a permanent replacement is hired. When a replacement is identified, the financial consultant will professionally train the new hire to ensure a sound transition. In addition, Brooklyn Prospect Charter School will continue to develop written desktop

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procedures for each of these key finance and operations staff positions so that they are not completely reliant on outside consultants.

Unused Sick Days

Brooklyn Prospect Charter School grants seven (7) combined sick/ personal days to each employee. Unused sick days and personal days may not be rolled over from one year to the next. Unused sick days and personal days will not be paid to employees upon termination or resignation of employment.

Unused Vacation Days

Brooklyn Prospect Charter School grants fifteen (15) vacation days to each employee employed less than 3 full fiscal years and twenty (20) to those employed 3 full fiscal years or more, accrued on a monthly basis. Unused vacation days may not be rolled over from one year to the next. Unused accrued vacation days will be paid to employees upon termination or resignation of employment.



PROPERTY AND EQUIPMENT

Background

The Director of Operations, Director of Finance and the Executive Director are responsible for ensuring that accurate inventories are maintained so that all assets are safeguarded.

The school's Director of Operations is responsible for maintaining the equipment and all necessary asset inventories. All assets must be recorded both in the accounting system's general ledger under the fixed asset category and in a separate fixed asset inventory spreadsheet, created in Excel. All property and equipment subject to the school's Capitalization Policy must be tagged in the manner described below and depreciated according to the school's Depreciation Policy.

Upon receiving any property that qualifies as a fixed asset, the Director of Operations or an operations designee is responsible for recording the following into the fixed asset inventory spreadsheet:

- Inventory number as designated by Brooklyn Prospect Charter School (use sequential numbers, no lettering)
- Asset name and description
- Classification (i.e. land, building, equipment, betterment, leasehold improvements, furniture, computer hardware and software)
- Serial number, model number, or other identification
- Whether title vests with Brooklyn Prospect Charter School or a governmental agency
- Vendor name and acquisition date
- Location of the equipment
- Purchase Date
- Purchase Value
- Disposal Date
- Disposal Reason

In addition, the following data must be entered in the accounting system's general ledger under the fixed asset category:

- Asset name

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- Inventory number
- Current Value

Each item is also physically tagged in a visible area on the item and with the following information:

- Inventory number
- Indication whether the item is property of Brooklyn Prospect Charter School

All government-furnished property and equipment is also recorded and tagged, with identification information indicating it has been acquired through a government contract. For example, when assets are purchased using funds from the Department of Youth and Community Development (DYCD), that item is tracked and physically tagged as property of DYCD. Because DYCD owns the item, it is recognized as an expense (not an asset) on the balance sheet. In the event of charter revocation, the item is returned as property of DYCD.

No employee may use any of the school property, equipment, material or supplies for personal use without the prior approval of the Executive Director.

No item of property or equipment shall be removed from the premises without prior approval Executive Director.

All lease agreements on real property will be evidenced by a lease or sublease agreement approved by the Board of Trustees and signed by the Executive Director. The agreement will identify all the terms and conditions of the lease. Any real estate agreement to rent or sell will require a beneficial interest disclosure.

Capitalization Policy

The cost threshold for items purchased by Brooklyn Prospect Charter School to capitalize is \$1,000.00. This allows items over this cost threshold to carry value over time, and not simply be expensed in year one. Items with an acquisition cost of less than \$1,000.00 or a useful life of less than one year are expensed in the year purchased. Items with an acquisition cost of more than \$1,000.00 are subject to the school's depreciation policy, outlined below.

In instances where a large quantity of one single item is purchased, if the total value exceeds the \$1,000.00 threshold, the items may be capitalized. For example, if a school buys 100 desks at \$250.00 per desk, each single item would not meet the threshold. Together, however, these 100 desks have a combined value of \$25,000.00, which should be capitalized over a 7-year period, as outlined in the Depreciation Policy table below.

The Director of Finance performs annual inventory audits, verifying and updating the data contained in the Excel fixed asset inventory spreadsheet. Once complete, this inventory is compared to the fixed assets listed in the general ledger to ensure the value

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of the assets per the accounting system matches the value of the assets per the spreadsheet. Differences are investigated and reconciled by the Director of Finance.

Depreciation Policy

Any items subject to the Capitalization Policy described above are subject to depreciation. The Director of Finance will account for depreciation based on the school's inventories. Depreciation associated with the fixed assets will be calculated based on its useful life and straight-line depreciation method. Depreciation is based on the month the item was actually purchased. For instance, if the school purchased a computer in July, it would be depreciated for a full fiscal year (12 months out of 12), and recorded as such. But if the school purchased the computer in April, then it would be depreciated for just one-fourth of the fiscal year (3 months out of 12) because it would only be in service for April, May and June.

Any item that is damaged beyond use will be taken out of service and fully depreciated off the accounting records.

| Depreciation Policy | |
|----------------------------|--|
| Computers | 5 years |
| Office/Classroom Equipment | 5 years |
| Office/Classroom Furniture | 7 years |
| Leasehold improvements | Life of lease or 5 years, whichever is greater |
| Musical Instruments | 3 years |
| Software | 3 years |

Disposal of Property and Equipment Policy

Brooklyn Prospect Charter School has adopted standard disposition procedures for staff to follow. The requester fills out and signs the Asset Disposal Form, which identifies the asset and the reason for disposition. This form is submitted to the Director of Finance, who takes photos of the asset, determines the asset's book value and documents the condition of the asset. Disposal of any asset requires the approval of both the Director of Finance and the Executive Director.

Once approved for disposal, the dollar value of the disposed asset is recorded as a reduction in the general ledger. The disposed asset is also removed from the Excel fixed asset inventory spreadsheet. The treatment of any proceeds from the disposition, and the recognition of any gain or loss on sale of the disposed asset, is also recorded in the

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general ledger by the Business Manager.



RECORDS RETENTION

Records Retention Policy

All confidential paper records shall be maintained in locked facilities on school premises.

The accounting system files are saved on the school's server, which is backed up on a weekly basis to ensure the recoverability of financial information in case of hardware failure. Back-up data and program files shall be stored off-site in a fire-safe area and shall always remain the confidential and proprietary property of Brooklyn Prospect Charter School. In the event of a major system malfunction, the latest backup would be restored on the server and any transactions since that backup would be re-recorded based on the cash disbursement records and cash receipts records.

Brooklyn Prospect Charter School has an established Disaster Recovery Policy. Please reference the School Safety Plan for details.

The following table provides the minimum requirements for records retention, as recommended by the Non-Profit Coordinating Committee of New York, www.npccny.org:

| 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 |

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| | |
|--|-----------|
| 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 (inc. 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 |

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| | |
|---|-----------|
| 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 |

Originals of the following corporate documents are maintained on-site and the Director of Finance verifies their presence on a periodic basis:

- a. Charter and all related amendments
- b. Minutes of the Board of Trustees
- c. Banking agreements
- d. Leases
- e. Insurance policies
- f. Vendor invoices
- g. Grant and contract agreements
- h. Fixed asset inventory list

Records Access Policy

The Director of Finance and/or Business Manager will provide access to the organization's records and provide supporting records, as requested by government auditors to facilitate the completion of such audits or reviews, in a timely manner.

Records Destruction Policy

The destruction of confidential school records will be authorized by the Executive Director. Should the Executive Director be unable to provide authorization, destruction will be stayed pending review and final determination.

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.

Once school records have reached the conclusion of their retention period according to the Records Retention Policy the office of origin will request authorization from the Executive Director for their destruction.

The school 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 confidential information should be shredded and/or pulped, not simply thrown out with other classes of records or with miscellaneous trash.

Electronic or machine-readable records containing confidential information require a two-step process for assured, confidential destruction. Deletion of the contents of digital files and emptying of the desktop "trash" or "waste basket" is the first step. It must be kept in mind, however, that reconstruction and restoration of "deleted" files are quite possible in the hands of computer specialists. With regard to records stored on a "hard drive," it is recommended that commercially available software applications be utilized to remove all data from the storage device. When properly applied, these tools prevent the reconstruction of any data formerly stored on the hard drive. With regard to floppy disks and back-up tapes, it is recommended that these storage devices be physically destroyed.

A destruction record exists to track the destruction of any and all documents. This inventory describes and documents those records, in all formats, authorized for destruction, as well as the date, agent, and method of destruction. The destruction record itself shall not contain confidential information. The destruction record may be retained in paper, electronic, or other formats.



SUMMARY OF ACCOUNT STRUCTURE

Assets

Types of Equity

In non-profit organizations, assets must be classified by nature and segregated between:

1. Unrestricted Net Assets
2. Temporarily Restricted Net Assets
3. Permanently Restricted Net Assets

The school's assets are classified as unrestricted, temporarily restricted, or permanently restricted.

Cash and Cash Equivalents

All cash and cash equivalents of the school consist of cash in the school's bank account/s.

Grants Receivable

Grants receivable include money that the school expects to receive from government or private sources. Donation letters or pledges are also considered grants receivable.

Property and Equipment

Property and equipment includes the assets used by the school for activities and programs that have an estimated useful life longer than one year. For the school, fixed assets primarily consist of musical instruments, classroom equipment, furniture, computers and computer software.

Purchased property and equipment is recorded at cost. Donated property and equipment are recorded at fair market value at the date of donation. Acquisition costs include all costs necessary to bring the asset to its location in working condition, including:

- Sales tax, if any
- Freight
- Installation costs
- Direct and indirect costs, including interest, incurred in construction

Liabilities

Accounts Payable

Accounts payable include costs and expenses that are billed through a vendor invoice, and are recorded at the invoice amount. Vendors and suppliers are paid as their payment terms require, taking advantage of any discounts offered. If cash flow problems exist, payments are made on a greatest dependency/greatest need basis.

Capital Lease Obligation

The school will lease office equipment under a capital lease. Payments of both principal and interest are made monthly.

Accrued Liabilities

Salaries, wages earned and payroll taxes, along with professional fees, rent and insurance costs incurred, but unpaid, are reflected as a liability when entitlement to payment occurs.

Debt

When applicable, short-term debt consists of financing expected to be paid within one year of the date of the annual audited financial statements. Long-term debt consists of financing that is not expected to be repaid within one year and is recorded on the balance sheet as a long-term liability. All short-term and long-term debt is approved by the Board of Trustees and may not exceed the duration of the charter, without consent of the Board of Education. Loan agreements approved by the Board of Trustees should be in writing and should specify all applicable terms, including the purpose of the loan, the interest rate, and the repayment schedule.

Revenue

Private Contributions

The school receives contributions from individuals, foundations, and corporations in the following forms:

1. *Unrestricted Contributions:* No donor-imposed restrictions.
2. *Temporarily Restricted Contributions:* Donor-imposed restrictions such as passage of time, or specific use.
3. *Permanently Restricted Contributions:* Donor has placed permanent restrictions on the timing of use of funds, purpose of use of funds and/or the use of earnings and appreciation.

Upon receipt of donation, donations are classified as unrestricted, temporarily restricted

or permanently restricted.

For further information on the processing of donations, please see chapter 2.

Expenses

Types of Expenses

Expenses are classified by functional classification and are matched with any donor-imposed restrictions.

Functional Classifications:

- a. *Program Service Expense*: the direct and indirect costs related to providing education and other services consistent with the school's mission.
- b. *Management & General Expenses*: expenses for other activities related to the purpose for which the organization exists. These relate to the overall direction of the organization and include expenses for the activities of the governing Board, business management, general record keeping, and budgeting.
- c. *Fundraising Expenses*: costs of all activities that constitute appeal for financial support and include costs of personnel, professional consultants, rent, printing, postage, telephone, etc.

The cost of providing the various programs and other activities of Brooklyn Prospect Charter School will be summarized on a functional basis as part of the school's annual budget process. Accordingly, certain costs will be allocated among the following categories: general education program, special education program, management and general, and fundraising. Allocations are amended as necessary and the rationale documented. The Executive Director and Director of Finance are involved in this process.



FRAUD AND MISAPPROPRIATION

Brooklyn Prospect Charter School 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 school. Any investigative activity required will be conducted without regard to the suspected wrongdoer's length of service, position/title, or relationship with the school.

The Executive Director and Board 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. The Executive Director and each Board member will be familiar with the types of improprieties that might occur within his or her area of responsibility, and be alert for any indication of irregularity.

Any fraud that is detected or suspected must be reported immediately to the Board of Trustees and they will take the necessary actions.

Actions Constituting Fraud

The terms 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 school
- Forgery or alteration of a check, bank draft, or any other financial document
- Misappropriation of funds, supplies, equipment, or other assets of the school
- 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 school
- Destruction, removal or inappropriate use of records, furniture, fixtures, and equipment
- Any similar or related irregularity

Investigation Responsibilities

The Board Chairperson has the primary responsibility for the investigation of all suspected fraudulent acts as defined in the policy. The Board of Trustees may utilize

Brooklyn Prospect Charter School – Financial Policies and Procedures Manual

whatever internal and/or external resources it considers necessary in conducting an investigation. If an investigation substantiates that fraudulent activities have occurred, the Board of Trustees will issue reports to appropriate designated personnel.

Decisions to prosecute or refer the examination results to the appropriate law enforcement and/or regulatory agencies for independent investigation will be made in conjunction with legal counsel and senior management, as will final dispositions of the case.

Confidentiality

The Board of Trustees will treat all information received confidentially. Any employee who suspects dishonest or fraudulent activity will notify the Board Chair immediately, and should not attempt to personally conduct investigations or interviews/interrogations related to any suspected fraudulent act.

Investigation results will not be disclosed or discussed with anyone other than those who have a legitimate need to know. This is important in order to avoid damaging the reputations of persons suspected but subsequently found innocent of wrongful conduct and to protect the school from potential civil liability.

Authority for Investigation of Suspected Fraud

Members of the Board of Trustees will have:

1. Free and unrestricted access to all the school's records and premises; and
2. The authority to examine, copy, and/or remove all or any portion of the contents of files, desks, cabinets, and other storage facilities on the premises without prior knowledge or consent of any individual who may use or have custody of any such items or facilities when it is within the scope of their investigations.

Reporting Procedures

An employee who discovers or suspects fraudulent activity will contact the Chairperson of the Board of Trustees immediately. The employee or other complainant may remain anonymous. All inquiries concerning the activity under investigation from the suspected individual(s), his or her attorney or representative(s), or any other inquirer should be directed to the Finance Committee or legal counsel. No information concerning the status of an investigation will be given out. The proper response to any inquiry is, "I am not at liberty to discuss this matter." Under no circumstances should any reference be made to "the allegation," "the crime," "the fraud," "the forgery," "the misappropriation," or any other specific reference.

The reporting individual should be informed of the following:

1. Do not contact the suspected individual in an effort to determine facts or demand restitution.

Brooklyn Prospect Charter School – Financial Policies and Procedures Manual

2. Do not discuss the case, facts, suspicions, or allegations with anyone unless specifically asked to do so by the appointed legal counsel or the Board of Trustees.



WHISTLEBLOWER POLICY

Brooklyn Prospect Charter School requires employees to observe high standards of business and personal ethics in the conduct of their duties and responsibilities. Employees and representatives of the school are expected to practice honesty and integrity in fulfilling their responsibilities and are expected to comply with all applicable laws and regulations.

It is the responsibility of all employees to report violations of ethics or conduct or suspected violations in accordance with this Whistleblower Policy.

No employee who in good faith reports a violation shall suffer harassment, retaliation or adverse employment consequence. An employee who retaliates against someone who has reported a violation in good faith is subject to discipline up to and including termination of employment. This Whistleblower Policy is intended to encourage and enable employees and others to raise serious concerns within the school prior to seeking resolution outside the school.

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.

The Executive Director will notify the sender and acknowledge receipt of the reported violation or suspected violation within five business days. All reports will be promptly investigated and appropriate corrective action will be taken if warranted by the investigation.

APPENDIX K

- LOOKING AT STUDENT WORK PROTOCOL (LASW)

Looking at Students Work (LASW) Meeting Protocol

Process Overview



Resource Links: [Looking at Students Work \(LASW\) Meeting Academic Leader Planning Template](#)

PREPARING FOR THE MEETING

Teacher pre-work expectations:

- ☐ **ID and interpret the standard** associated with the task. Unpack the standard by identifying what it asks students to know and do. Identify the relationship between the interpreted standard and the task's criteria for success.
- ☐ **Select one task that is anchor** to student understanding of the standard and hone in on one focus area (question, problem, or paragraph) within that task.
- ☐ **Craft or ID an exemplar of the task** that fully demonstrates the standard and the task's criteria for success.
- ☐ **Email steps 1-3 to the Academic Lead** prior to the meeting.

Academic Lead Pre-work Expectations:

- ☐ **ID and interpret the standard** associated with the task. Interpret the standard by identifying what it asks students to know and do. Identify the relationship between the unpacked standard and the task's criteria for success.
- ☐ **Script an exemplar** of the task that fully demonstrates the standard and the task's criteria for success.
- ☐ **Gather, copy and categorize a class set** of graded student work into HMLs.

HOSTING THE MEETING

1. NORM ON THE EXEMPLAR:

- a. Narrow the focus: "Let's dive in and look at [the task], specifically [the focus area]"
- b. Reread the standard and task's criteria for success:
 - i. In your own words, what would a student have to know or do to show mastery of this standard? How does that align to the task's criteria for success?
- c. State again the areas of focus. *"We are going to look at the historical background given in introductory paragraph of this DBQ"*
- d. Reread the exemplar(s) collectively. "How does the exemplar embody the criteria for

success?" "Do students have different paths/evidence to demonstrate mastery of the standard?"

2. NORM ON THE CONCEPTUAL MISCONCEPTIONS AND/OR SKILL GAP(S) IN STUDENT WORK & IN INSTRUCTION:

- a. What criteria for success are the students meeting? Or what criteria for success have students improved upon? What evidence supports this?
- b. What common errors are you noticing? Chart these.
- c. Hypothesize what is holding students back. What are they not understanding based on the pattern of errors?
- d. What are the one or two things that are most holding scholars back and if addressed will move them most quickly to high understanding?

3. DESIGN THE RETEACH PLAN

- a. Based on the data, the key student error and biggest conceptual misunderstanding is... Given this, what whole-class instructional adjustments will you make? What type of re-teach lesson best suits this misconception- guided discourse or modeling? Why?
- b. If GUIDED DISCOURSE: ID the student work to showcall. Script guiding questions.
- c. If MODELING: design the script for the model.
 - i. What are the key components that need to be included based on the student misconceptions?
 - ii. What student responses will tell you that the lesson has been effective?
- d. Design an independent practice task.
 - i. What task should they have?
 - ii. What will you look for as you circulate? What questions should you ask as you circulate?
- e. Based on the data, what small group or individualized re-teaching will you provide?
 - i. Which students? What do they need help with? When will this take place?
- f. IF TIME: Begin to craft the reassessment problem or task.
- g. When will the reteach plan be executed?

4. OBSERVE RETEACH PLAN IN ACTION

- a. Schedule observation to see plan in action.
- b. Establish how plan will be assessed.
 - i. "For next meeting, please bring [student work sample] to see how students improve."

Looking at Students Work (LASW) Meeting
Academic Leader Planning Template

PREPARING FOR THE MEETING

Academic Lead Pre-work Expectations:

- ☐ ID and interpret the standard

- ☐ Script an exemplar

HOSTING THE MEETING

- 1. NORM ON THE EXEMPLAR:**

- 2. NORM ON THE CONCEPTUAL MISCONCEPTIONS AND/OR SKILL GAP(S) IN STUDENT WORK & IN INSTRUCTION:**

- 3. DESIGN THE RETEACH PLAN**

- 4. OBSERVE RETEACH PLAN IN ACTION**

APPENDIX L

- BROOKLYN PROSPECT WAY OF TEACHING ONE-PAGER
- FACULTY TEACHER EVALUATION RUBRIC TEMPLATE
- PROFESSIONAL GROWTH 7 EVALUATION - TEACHER WORKSHOP

Brooklyn Prospect 'Way of Teaching' One-Pager

This one-pager serves to communicate Brooklyn Prospect's vision for mission-aligned curriculum and instruction for students in grades K-12. We believe that these characteristics when present over time lead to higher levels of student achievement and overall development and will ensure that we fulfill our mission.

Brooklyn Prospect curriculum is...

1. collaboratively planned to be [interdisciplinary](#).
2. backwards planned from the Common Core State Standards AND the course's IB Objectives.
3. applied to local and global context and presented from multiple perspectives.
4. assessed for student mastery and refined by the data.
5. framed by inquiry and focused on conceptual understanding.
6. reflective of students' identities, passions and experiences.
7. aligned to a rigorous college-and-career-ready bar.

Brooklyn Prospect instruction...

1. is scaffolded and differentiated to ensure that all students are challenged yet supported.
2. holds all students accountable for thinking, learning and engagement.
3. is student-centered to promote teamwork and collaboration among students.
4. is refined based on data.
5. is mindful of teaching students how to learn using the IB Approaches To Learning.
6. promotes a growth mindset and encourages risk-taking
7. uses appropriate technology to enhance and individualize learning.
8. has structured routines to facilitate maximum learning time
9. is joyful and engaging
10. ensures that students have time to practice their skills, receive feedback and practice their improved skills--do->feedback->redo.

In order to accomplish this vision, Brooklyn Prospect teachers must believe in, value, and be committed to...

- the educability of all students, regardless of background, and therefore seeks to understand the individual needs of students to support them in reaching the highest of expectations for behavior and learning. This means being committed to gradually releasing scaffolds and designing multi-year plans for students to meet standard expectations.
- ensuring that every student has the knowledge, skills, and values needed to be college ready and successful adults, and therefore is daily prepared to present curriculum that is relevant, challenging, and promote the development of the traits listed in the [IB Learner Profile](#).
- closing the race and poverty achievement gaps, and therefore continually monitor the progress of these subgroups and intervene as necessary.
- lifelong learning and continuous improvement, and therefore seek out education research and best practices.
- continuously examining their own assumptions, beliefs, and practices and use reflections to change practice.
- doing the work required for high levels of professional performance.
- understanding the individual needs of students through building strong relationships
- strong use of data, including standardized assessments, interim assessments and student work, to drive improvements in teaching

We ensure mission-aligned curriculum and instruction through mission-aligned professional development, consistent teacher feedback, and high teacher accountability.



Teacher Observation Rubric

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1

FOUR ESSENTIALS OF INSTRUCTION

Culture of Learning

Objectives & Essential Content

Student Thinking

Demonstration of Learning

1

Teacher Observation Rubric

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2

BPCS Essentials of Instruction Rubric

| Culture of Learning: Are all students engaged in the work of the lesson from start to finish? | | | |
|--|--|---|---|
| Ineffective | Partially Effective | Effective | Highly Effective |
| <ul style="list-style-type: none"> Very few or no students complete instructional tasks, readily answer and/or ask appropriate questions. Very few or no students follow behavioral expectations and/or directions. Students do not execute transitions, routines and procedures in an orderly manner. Students are left without work to do for a significant portion of the class period. | <ul style="list-style-type: none"> Most students complete instructional tasks, readily answer and/or ask appropriate questions. Most students follow behavioral expectations and/or directions. Students execute transitions, routines and procedures in an orderly and efficient manner most of the time, though they may require some direction from the teacher. Students are idle for short periods of time (less than one minute at a time) while waiting for the teacher to provide directions, when finishing assigned work early, or during transitions. | <ul style="list-style-type: none"> All or almost all students complete instructional tasks, readily answer and/or ask appropriate questions. All or almost all students are self-directed to follow behavioral expectations and/or directions. Students assume responsibility for routines and procedures and execute them in an orderly and efficient manner with little or no narration from the teacher. Class has a quick pace and students are engaged in the work of the lesson from start to finish. Students who finish assigned work early engage in meaningful learning without interrupting other students' learning. | <p>All descriptors for EFFECTIVE performance are met, and at least one of the following types of evidence is demonstrated:</p> <ul style="list-style-type: none"> All or almost all students demonstrate a sense of ownership of behavioral expectations by holding each other accountable for meeting them. |

Teacher Observation Rubric

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3

| Objectives & Essential Content: Are all students working with content aligned to the appropriate Common Core & IB standards for their subject and grade? | | | |
|---|---|--|--|
| Ineffective | Partially Effective | Effective | Highly Effective |
| <ul style="list-style-type: none"> The lesson does not focus or only partially focuses on content that advances students toward Common Core grade-level standards and/or IEP goals, and the courses IB Objectives. Only some activities students engage in are aligned to the stated or implied learning goal(s). Some instructional materials students use (e.g., texts, questions, problems, exercises and assessments) are not appropriately demanding for the grade/course and time in the school-year based on guidance in the Common Core standards, IB Objectives, and/or students' IEP goals (e.g., Lexile level and complexity of text). Curriculum maps and/or unit plans do not exist. | <ul style="list-style-type: none"> The lesson objectives focus on content that advances students toward Common Core grade-level standards and/or IEP goals, and the courses IB Objectives. Most activities students engage in are aligned to the stated or implied learning objective(s), are well-sequenced, and move students toward mastery of the Common Core grade-level standards and/or IEP goals, and the courses IB Objectives. Most instructional materials students use (e.g., texts, questions, problems, exercises and assessments) are appropriately demanding for the grade/course and time in the school-year based on guidance in the Common Core and IB standards and/or students' IEP goals (e.g., Lexile level and complexity of text). Curriculum maps and/or unit plans are out-dates and/or not aligned with rigorous Common Core grade-level standards and the courses IB Objectives. | <ul style="list-style-type: none"> The lesson objectives focus on content that advances students toward Common Core grade-level standards and/or IEP goals, and the courses IB Objectives. All activities and assessments students engage in are aligned to the stated or implied learning objective(s), are well-sequenced, and build on each other to move students toward mastery of the Common Core grade-level standards and/or IEP goals, and the courses IB Objectives. All instructional materials students use (e.g., texts, questions, problems, exercises and assessments) are high-quality and appropriately demanding for the grade/course and time in the school-year based on guidance in the Common Core and IB standards and/or students' IEP goals (e.g., Lexile level and complexity of text). Curriculum maps and unit plans are up-to-date, aligned with rigorous Common Core grade-level standards and the courses IB Objectives AND used to guide daily lesson plan creation. | <p>All descriptors for EFFECTIVE performance are met, and at least one of the following types of evidence is demonstrated:</p> <ul style="list-style-type: none"> All or almost all students make connections between what they are learning and other content across disciplines. All or Almost all students independently connect lesson content to real-world situations. Learning activities address the IB Learner Profile, cross-cultural literacy, and/or globalism. |

Teacher Observation Rubric

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4

| Student Thinking: Are all students responsible for doing the thinking in this classroom? | | | |
|---|---|--|--|
| Ineffective | Partially Effective | Effective | Highly Effective |
| <ul style="list-style-type: none"> Students complete some or very little of the cognitive work during the lesson. The teacher completes all or almost all of the cognitive work. Students respond negatively or not at all to their peers' thinking, ideas, or answers. No students or very few students try hard to complete academic work and answer questions, even if the work is challenging. No students or very few students' thinking is stretched through activities that allow them to discover, transfer, critique, analyze and apply ideas to novel situations. Students are given either too much scaffolding thus reducing the rigor or too little scaffolding eliminating their ability to successfully access the content. | <ul style="list-style-type: none"> Most students complete an appropriately challenging amount of the cognitive work during the lesson given the focus of the lesson. The teacher completes some of the cognitive work (i.e., expands on student responses) that students could own. Students respond to their peers' thinking, ideas or answers and provide feedback to their classmates. Most students try hard to complete academic work and answer questions, even if the work is challenging. Most students' thinking is stretched through activities that allow them to discover, transfer, critique, analyze and apply ideas to novel situations. | <ul style="list-style-type: none"> All or almost all students complete an appropriately challenging amount of the cognitive work during the lesson given the focus of the lesson. The teacher rarely finishes any of the cognitive work that students could own. Students respond to and build on their peers' thinking, ideas or answers. Students routinely provide constructive feedback to their classmates and respond productively when a peer answers a question incorrectly or when they do not agree with the response. All or almost all students consistently try hard to complete academic work and answer questions, even if the work is challenging. All or almost all students' thinking is stretched through activities that allow them to discover, transfer, critique, analyze and apply ideas to novel situations. Students are given only enough scaffolding and differentiation to work within their zone of proximal development and maintain rigor. | <p>All descriptors for EFFECTIVE performance are met, and at least one of the following types of evidence is demonstrated:</p> <ul style="list-style-type: none"> All or almost all students synthesize diverse perspectives or points of view during the lesson. All or almost all students independently show enthusiasm and interest in taking on advanced or more challenging content. |

Teacher Observation Rubric

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5

| Demonstration of Learning: Do all students demonstrate that they are learning? | | | |
|---|--|--|---|
| Ineffective | Partially Effective | Effective | Highly Effective |
| <ul style="list-style-type: none"> Questions, tasks or assessments do not yield data or yields minimal data that allow the teacher to assess students' progress toward learning goals. Instruction is not tailored using the data. Students have few or no opportunities to express learning through academic writing, oral explanations using academic language, and/or performance. Few or no students demonstrate how well they understand lesson content and their progress toward learning goals. Student responses, work and interactions demonstrate that most students are not on track to achieve stated or implied Common Core grade-level standards and/or IEP goals, and the courses IB Objectives Few students receive meaningful feedback. Feedback does not lead to improved performance. Few or no students monitor their own progress, identify their own errors and seek additional opportunities for practice. | <ul style="list-style-type: none"> Questions, tasks or assessments yield data that only partially allow the teacher to assess students' progress toward learning goals. Instruction is tailored using the partial data to lead some students to mastery. Students have some opportunities to demonstrate how well they understand lesson content through academic writing, oral explanations using academic language, and/or performance. Most students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses. Student responses, work and interactions demonstrate that most students are on track to achieve stated or implied Common Core grade-level standards and/or IEP goals, and the courses IB Objectives Most students use meaningful feedback to demonstrate improved performance. Most students monitor their own progress, identify their own errors and seek additional opportunities for practice. | <ul style="list-style-type: none"> Questions and assessments (both in-the-moment & planned) yield data that allow the teacher to assess students' progress toward learning objectives and help pinpoint where understanding breaks down. Instruction is tailored using the data to lead students to mastery. Students have extensive opportunities to demonstrate how well they understand lesson content through academic writing, oral explanations using academic language, and/or performance. Student responses, work and interactions demonstrate that all or almost all students are on track to achieve stated or implied Common Core grade-level standards and/or IEP goals, and the courses IB Objectives. All or almost all students use meaningful feedback to demonstrate improved performance. All or almost all students monitor their own progress, identify their own errors and seek additional opportunities for practice. | <p>All descriptors for EFFECTIVE performance are met, and at least one of the following types of evidence is demonstrated:</p> <ul style="list-style-type: none"> All or almost all students self-assess whether they have achieved the lesson objective and provide feedback to the teacher. All or almost all students demonstrate that they make connections between what they are learning and how it advances their personal and professional goals. |



Teacher Evaluation Rubric 2016-2017 School Year

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Evaluation Summary Page

Teacher's name:

Subject area:

Evaluator Name:

School year:

School Site/Division:

SECTION #1: GOALS & PROGRESS

OVERALL RATING:

Domain 1: Student Achievement Goal

_____ Ineffective _____ Partially Effective _____ Effective _____ Highly Effective

Domain 2: Professional Performance Goal

_____ Ineffective _____ Partially Effective _____ Effective _____ Highly Effective

SECTION #2: KEY PERFORMANCE INDICATORS

OVERALL RATING:

Domain 3: Culture of Learning

_____ Ineffective _____ Partially Effective _____ Effective _____ Highly Effective

Domain 4: Objectives & Essential Content

_____ Ineffective _____ Partially Effective _____ Effective _____ Highly Effective

Domain 5: Student Thinking

_____ Ineffective _____ Partially Effective _____ Effective _____ Highly Effective



Teacher Evaluation Rubric 2016-2017 School Year

"This rubric was adapted from the TNTP Core Teaching Rubric (CC BY-NC 4.0)."

Domain 6: Demonstration of Learning

_____ Ineffective _____ Partially Effective _____ Effective _____ Highly Effective

Domain 7: Professional Responsibilities

_____ Ineffective _____ Partially Effective _____ Effective _____ Highly Effective

Comments:

SECTION #3: STUDENT OUTCOMES

OVERALL RATING: _____

Domain 8: Closing the Achievement Gap

_____ Ineffective _____ Partially Effective _____ Effective _____ Highly Effective

Domain 9: Ensuring High Student Achievement

_____ Ineffective _____ Partially Effective _____ Effective _____ Highly Effective

Comments:

TEACHER'S OVERALL PERFORMANCE:

_____ Ineffective _____ Partially Effective _____ Effective _____ Highly Effective

GOALS FOR IMPROVEMENT: Which specific skill or technique will you and the teacher practice and develop over the next cycle?



Teacher Evaluation Rubric 2016-2017 School Year

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OVERALL COMMENTS:

Teacher's signature _____

Date _____

(The teacher's signature indicates that he or she has seen and discussed the evaluation; it does not necessarily denote agreement with the report.)

Department Head signature _____

Date _____

Teacher Evaluation Rubric 2016-2017 School Year

"This rubric was adapted from the TNTP Core Teaching Rubric (CC BY-NC 4.0)."

This appraisal form has nine domains divided into three sections. The first section is an appraisal of your identified individual professional goals. The second section is an appraisal of your key competencies- those skills and abilities that are essential for success in your role as a teacher. The third section is an appraisal of your performance based on specific goals and metrics established by the board of directors in discussion with Brooklyn Prospect's Principals and Directors. At the end of the entire rubric you will find a summary of your overall performance.

RESOURCE: [Core Teaching Skills Handbook](#)

| SECTION #1: GOALS & PROGRESS | | | | |
|----------------------------------|--|---|-------------------------|--------------------------------------|
| Domains | Ineffective (Did Not Approach Meeting Goal) | Partially Effective (Partially Met Goal) | Effective (Met Goal) | Highly Effective (Surpassed Goal) |
| 1. Student Achievement Goal | | | | |
| 2. Professional Performance Goal | | | | |
| Comments: | | | | |

| SECTION #2: KEY PERFORMANCE INDICATORS | | | | |
|--|--|---|---|--|
| | Ineffective | Partially Effective | Effective | Highly Effective |
| Culture of Learning: <i>Are all students engaged in the work of the lesson from start to finish?</i> | <input type="checkbox"/> Very few or no students complete instructional tasks, readily answer and/or ask appropriate questions. <input type="checkbox"/> Very few or no students follow behavioral expectations and/or directions. <input type="checkbox"/> Students do not execute transitions, routines and procedures in an orderly manner. <input type="checkbox"/> Students are left without work to do for a significant portion of the | <input type="checkbox"/> Most students complete instructional tasks, readily answer and/or ask appropriate questions. <input type="checkbox"/> Most students follow behavioral expectations and/or directions. <input type="checkbox"/> Students execute transitions, routines and procedures in an orderly and efficient manner most of the time, though they may require some direction from the teacher. <input type="checkbox"/> Students are idle for short periods | <input type="checkbox"/> All or almost all students complete instructional tasks, readily answer and/or ask appropriate questions. <input type="checkbox"/> All or almost all students are self-directed to follow behavioral expectations and/or directions. <input type="checkbox"/> Students assume responsibility for routines and procedures and execute them in an orderly and efficient manner with little or no narration from the teacher. | All descriptors for EFFECTIVE performance are met, and at least one of the following types of evidence is demonstrated: <input type="checkbox"/> All or almost all students demonstrate a sense of ownership of behavioral expectations by holding each other accountable for meeting them. |

Teacher Evaluation Rubric 2016-2017 School Year

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| | class period. | of time (less than one minute at a time) while waiting for the teacher to provide directions, when finishing assigned work early, or during transitions. | <input type="checkbox"/> Class has a quick pace and students are engaged in the work of the lesson from start to finish. <input type="checkbox"/> Students who finish assigned work early engage in meaningful learning without interrupting other students' learning. | All descriptors for EFFECTIVE performance are met, and at least one of the following types of evidence is demonstrated: <input type="checkbox"/> All or almost all students make connections between what they are learning and other content across disciplines. <input type="checkbox"/> All or Almost all students independently connect lesson content to real-world situations. <input type="checkbox"/> Learning activities address the IB Learner Profile, cross-cultural literacy, and/or globalism. |
|---|---|---|--|---|
| Objectives & Essential Content: <i>Are all students working with content aligned to the appropriate Common Core & IB standards for their subject and grade?</i> | <input type="checkbox"/> The lesson does not focus or only partially focuses on content that advances students toward Common Core grade-level standards and/or IEP goals, and the courses IB Objectives. <input type="checkbox"/> Only some activities students engage in are aligned to the stated or implied learning goal(s). <input type="checkbox"/> Some instructional materials students use (e.g., texts, questions, problems, exercises and assessments) are not appropriately demanding for the grade/course and time in the school-year based on guidance in the Common Core standards, IB Objectives, and/or students' IEP goals (e.g., Lexile level and complexity of text). <input type="checkbox"/> Curriculum maps and/or unit plans do not exist. | <input type="checkbox"/> The lesson objectives focus on content that advances students toward Common Core grade-level standards and/or IEP goals, and the courses IB Objectives. <input type="checkbox"/> Most activities students engage in are aligned to the stated or implied learning objective(s), are well-sequenced, and move students toward mastery of the Common Core grade-level standards and/or IEP goals, and the courses IB Objectives. <input type="checkbox"/> Most instructional materials students use (e.g., texts, questions, problems, exercises and assessments) are appropriately demanding for the grade/course and time in the school-year based on guidance in the Common Core and IB standards and/or students' IEP goals (e.g., Lexile level and complexity of text). <input type="checkbox"/> Curriculum maps and/or unit plans are out-dates and/or not aligned with rigorous Common Core grade-level standards and the courses IB Objectives. | <input type="checkbox"/> The lesson objectives focus on content that advances students toward Common Core grade-level standards and/or IEP goals, and the courses IB Objectives. <input type="checkbox"/> All activities and assessments students engage in are aligned to the stated or implied learning objective(s), are well-sequenced, and build on each other to move students toward mastery of the Common Core grade-level standards and/or IEP goals, and the courses IB Objectives. <input type="checkbox"/> All instructional materials students use (e.g., texts, questions, problems, exercises and assessments) are high-quality and appropriately demanding for the grade/course and time in the school-year based on guidance in the Common Core and IB standards and/or students' IEP goals (e.g., Lexile level and complexity of text). <input type="checkbox"/> Curriculum maps and unit plans are up-to-date, aligned with rigorous Common Core grade-level standards and the courses IB Objectives AND used to guide daily lesson plan creation. | All descriptors for EFFECTIVE performance are met, and at least one of the following types of evidence is demonstrated: <input type="checkbox"/> All or almost all students make connections between what they are learning and other content across disciplines. <input type="checkbox"/> All or Almost all students independently connect lesson content to real-world situations. <input type="checkbox"/> Learning activities address the IB Learner Profile, cross-cultural literacy, and/or globalism. |
| Student Thinking: | <input type="checkbox"/> Students complete some or very little of the cognitive work during the lesson. The teacher completes all or almost all of the cognitive | <input type="checkbox"/> Most students complete an appropriately challenging amount of the cognitive work during the lesson given the focus of the lesson. The | <input type="checkbox"/> All or almost all students complete an appropriately challenging amount of the cognitive work during the lesson given the focus of the | All descriptors for EFFECTIVE performance are met, and at least one of the following types of evidence is demonstrated: |

Teacher Evaluation Rubric

2016-2017 School Year

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| | | | | |
|--|---|--|--|---|
| <p>Are all students responsible for doing the thinking in this classroom?</p> | <p>work.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students respond negatively or not at all to their peers' thinking, ideas, or answers. <input type="checkbox"/> No students or very few students try hard to complete academic work and answer questions, even if the work is challenging. <input type="checkbox"/> No students or very few students' thinking is stretched through activities that allow them to discover, transfer, critique, analyze and apply ideas to novel situations. <input type="checkbox"/> Students are given either too much scaffolding thus reducing the rigor or too little scaffolding eliminating their ability to successfully access the content. | <p>teacher completes some of the cognitive work (i.e., expands on student responses) that students could own.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students occasionally respond to and build on their peers' thinking or answers. They provide constructive feedback to their classmates and respond productively when a peer answers a question incorrectly or when they do not agree with the response. <input type="checkbox"/> Most students try hard to complete academic work and answer questions, even if the work is challenging. <input type="checkbox"/> Most students' thinking is stretched through activities that allow them to discover, transfer, critique, analyze and apply ideas to novel situations. | <p>lession. The teacher rarely finishes any of the cognitive work that students could own.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students routinely respond to and build on their peers' thinking or answers. They routinely provide constructive feedback to their classmates and respond productively when a peer answers a question incorrectly or when they do not agree with the response. <input type="checkbox"/> All or almost all students consistently try hard to complete academic work and answer questions, even if the work is challenging. <input type="checkbox"/> All or almost all students' thinking is stretched through activities that allow them to discover, transfer, critique, analyze and apply ideas to novel situations. <input type="checkbox"/> Students are given only enough scaffolding and differentiation to work within their zone of proximal development and maintain rigor. | <ul style="list-style-type: none"> <input type="checkbox"/> All or almost all students synthesize diverse perspectives or points of view during the lesson. <input type="checkbox"/> All or almost all students independently show enthusiasm and interest in taking on advanced or more challenging content. |
| <p>Demonstration of Learning:</p> <p><i>Do all students demonstrate that they are learning?</i></p> | <ul style="list-style-type: none"> <input type="checkbox"/> Questions, tasks or assessments do not yield data or yields minimal data that allow the teacher to assess students' progress toward learning goals. Instruction is not tailored using the data. <input type="checkbox"/> Students have few or no opportunities to express learning through academic writing, oral explanations using academic language, and/or performance. <input type="checkbox"/> Few or no students demonstrate how well they understand lesson content and their progress toward learning goals. <input type="checkbox"/> Student responses, work and interactions demonstrate that most students are not on track to | <ul style="list-style-type: none"> <input type="checkbox"/> Questions, tasks or assessments yield data that only partially allow the teacher to assess students' progress toward learning goals. Instruction is tailored using the partial data to lead some students to mastery. <input type="checkbox"/> Students have some opportunities to demonstrate how well they understand lesson content through academic writing, oral explanations using academic language, and/or performance. <input type="checkbox"/> Most students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses. | <ul style="list-style-type: none"> <input type="checkbox"/> Questions and assessments (both in-the-moment & planned) yield data that allow the teacher to assess students' progress toward learning objectives and help pinpoint where understanding breaks down. Instruction is tailored using the data to lead students to mastery. <input type="checkbox"/> Students have extensive opportunities to demonstrate how well they understand lesson content through academic writing, oral explanations using academic language, and/or performance. <input type="checkbox"/> Student responses, work and interactions demonstrate that all or almost all students are on track to | <p>All descriptors for EFFECTIVE performance are met, and at least one of the following types of evidence is demonstrated:</p> <ul style="list-style-type: none"> <input type="checkbox"/> All or almost all students self-assess whether they have achieved the lesson objective and provide feedback to the teacher. <input type="checkbox"/> All or almost all students demonstrate that they make connections between what they are learning and how it advances their personal and professional goals. |

Teacher Evaluation Rubric 2016-2017 School Year

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| | | | | |
|--------------------------------------|--|--|---|--|
| | <p>achieve stated or implied Common Core grade-level standards and/or IEP goals, and the courses IB Objectives.</p> <p><input type="checkbox"/> Few students receive meaningful feedback. Feedback does not lead to improved performance.</p> <p><input type="checkbox"/> Few or no students monitor their own progress, identify their own errors and seek additional opportunities for practice.</p> | <p><input type="checkbox"/> Student responses, work and interactions demonstrate that most students are on track to achieve stated or implied Common Core grade-level standards and/or IEP goals, and the courses IB Objectives.</p> <p><input type="checkbox"/> Most students use meaningful feedback to demonstrate improved performance.</p> <p><input type="checkbox"/> Most students monitor their own progress, identify their own errors and seek additional opportunities for practice.</p> | <p>achieve stated or implied Common Core grade-level standards and/or IEP goals, and the courses IB Objectives.</p> <p><input type="checkbox"/> All or almost all students use meaningful feedback to demonstrate improved performance.</p> <p><input type="checkbox"/> All or almost all students monitor their own progress, identify their own errors and seek additional opportunities for practice.</p> | <p>All descriptors for EFFECTIVE performance are met, and at least one of the following types of evidence is demonstrated:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Is a consistent presence in support of student learning and minimizes additional burdens to their colleagues by modeling professional attendance for their peers and for the students. |
| Professional Responsibilities | <p><input type="checkbox"/> Rarely communicates a professional demeanor by tone, dress, or actions.</p> <p><input type="checkbox"/> Fails to develop positive relationships with students and/or colleagues.</p> <p><input type="checkbox"/> Declines invitations to serve on committees and attend extra activities.</p> <p><input type="checkbox"/> Is very defensive about criticism and resistant to changing classroom practice.</p> <p><input type="checkbox"/> Frequently skips assignments, is late, makes errors in records, and misses student attendance and/or paperwork deadlines.</p> <p><input type="checkbox"/> Is unresponsive to emails and/or voicemails.</p> | <p><input type="checkbox"/> Inconsistently communicates a professional demeanor by tone, dress, or actions.</p> <p><input type="checkbox"/> When asked, will serve on a committee and attend an extra activity.</p> <p><input type="checkbox"/> Is somewhat defensive but does listen to feedback and suggestions. Can occasionally be persuaded to try out new classroom practices.</p> <p><input type="checkbox"/> Occasionally skips assignments, is late, makes errors in records, and misses student attendance and/or paperwork deadlines.</p> <p><input type="checkbox"/> Responds to most emails or voicemails within 2 business days.</p> | <p><input type="checkbox"/> Carries him or herself professionally by observing appropriate boundaries and leading with a positive tone.</p> <p><input type="checkbox"/> Collaborates in a positive professional manner with colleagues, building trust and strong relationships.</p> <p><input type="checkbox"/> Has appropriate management and positive relationships with the students.</p> <p><input type="checkbox"/> Works hard at their primary area of responsibility and actively seeks out feedback and effective teaching ideas from students, parents, colleagues and other sources. Uses feedback and research to improve performance.</p> <p><input type="checkbox"/> Is punctual with paperwork, duties, student attendance and assignments.</p> <p><input type="checkbox"/> Responds to all or almost all emails or voicemails within 2 business days.</p> | |
| Comments: | | | | |

Teacher Evaluation Rubric 2016-2017 School Year

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| SECTION #3: STUDENT OUTCOMES | | | | | |
|---|---|--|---|-------------------------|--------------------------------------|
| Domain | Metric | Ineffective (Did Not Approach Meeting Goal) | Partially Effective (Partially Met Goal) | Effective (Met Goal) | Highly Effective (Surpassed Goal) |
| Closing the Achievement Gap <i>Is the teacher increasing performance of underserved groups and closing the achievement gap?</i> | Black and Latino students show more growth on department-identified assessments over white and asian counterparts | | | | |
| | FRL students show more growth on department-identified assessments over non FRL students | | | | |
| Ensuring High Student Achievement <i>Is the teacher increasing achievement of all students?</i> | 75% of students show growth on department-identified assessments | | | | |

Do Now

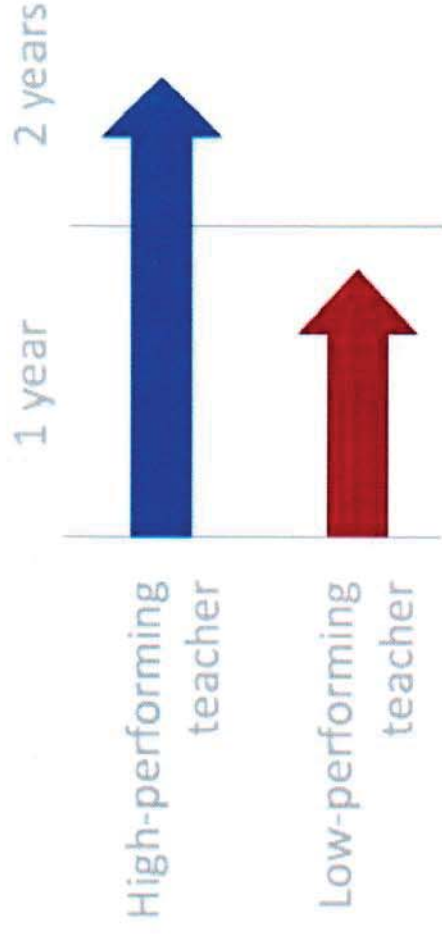
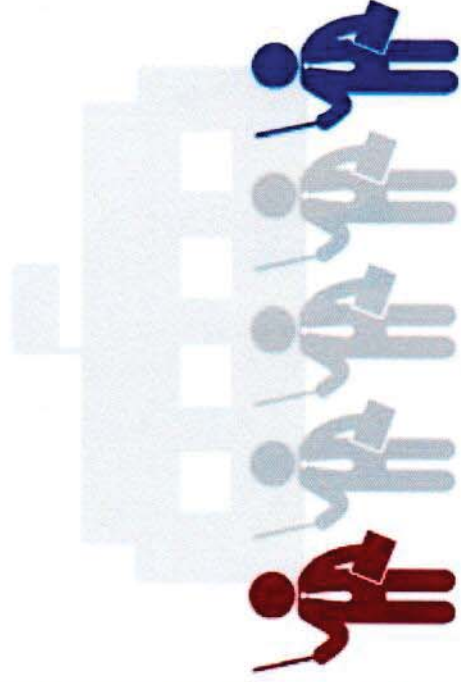
4 min

- ❖ Read the excerpt from Change Leadership on the role of teacher skill on student achievement. Underline the sentence that most resonates with you.

Do Now

4 min

- ❖ Read the excerpt from Change Leadership on the role of teacher skill on student achievement. Underline the sentence that most resonates with you.



The top 20% of teachers....

...Generate 5 to 6 more months of student learning each year compared to their peers.

Source: The New Teacher Project, The Irreplaceables (2012)

Core Idea

The quality of instruction is the single largest factor impacting student achievement.



Teaching Channel

- ❖ What mindset(s) does this teacher have about her role as a teacher?
- ❖ How might this mindset manifest through her actions? (*name concrete actions*)

Supporting Professional Growth Through Supervision & Evaluation

Focus on Teacher Growth

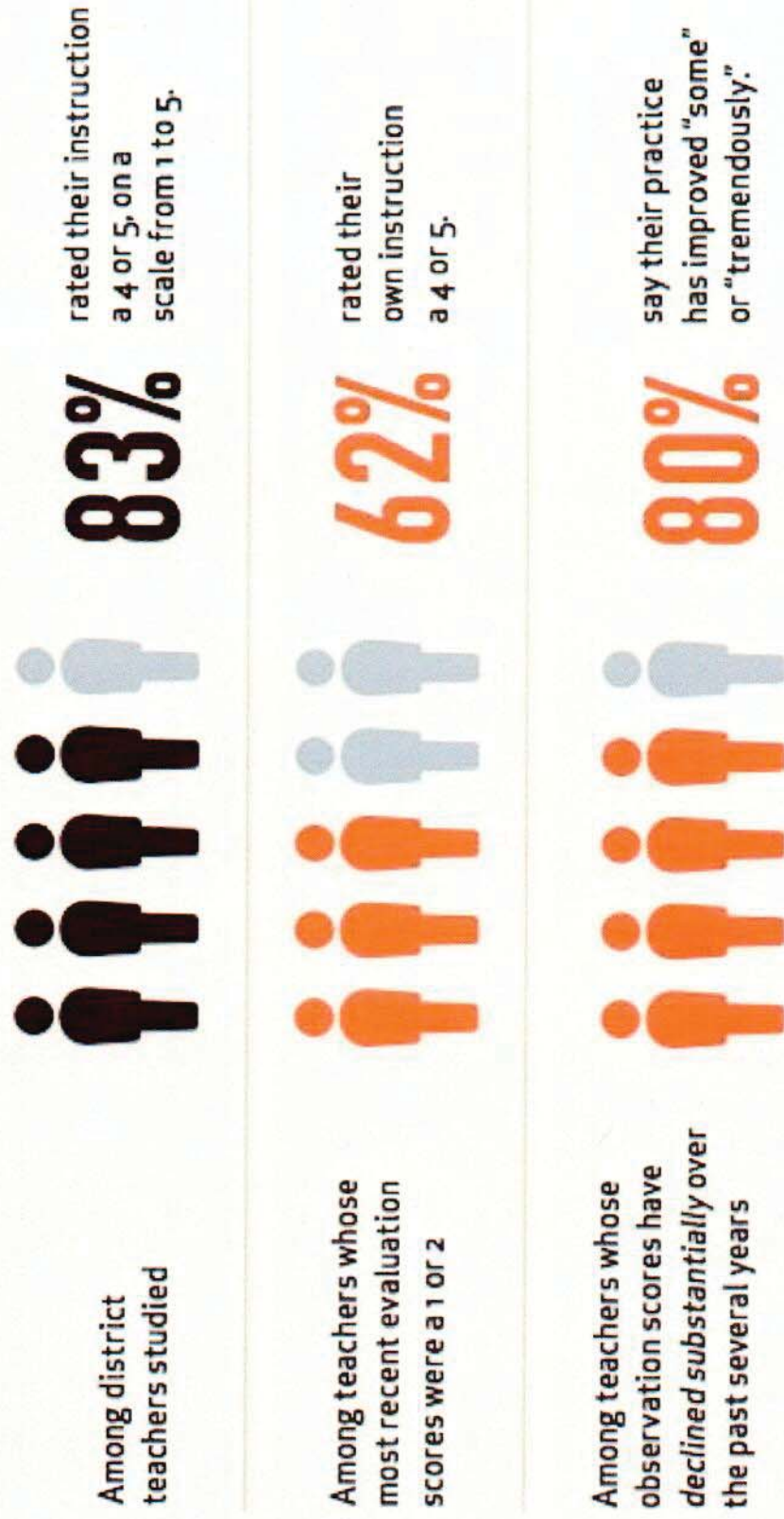
IWBAT explain...

1. The need for teachers to consistently be growing.
2. How the performance management process is designed to support continuous growth.
3. How to use the system to support my personal professional growth.

What might be the cause of these findings?

2 min

FIGURE 9 | TEACHER PERCEPTIONS OF PERFORMANCE AND IMPROVEMENT



Less than half of teachers surveyed agree:
"I have weaknesses in my instruction."

Core Idea

Successful schools have developed a system
and community of practice dedicated to
continuous improvement.

A strong system for continuous teacher growth includes...

- I. A Shared Vision of quality instruction
- II. Consistent Feedback & Reflection on teacher growth toward that shared vision
- III. Accountability for teacher Growth toward that shared vision

I) Getting To Know Our Vision

I. As a table, review the Teaching & Learning Vision Docs.

- ◆ *How do these documents help us define what constitutes good instruction?*
- ◆ *What does each document communicate about what we value?*

2. Mark up the docs with questions that you have.

II) Feedback & Reflection

Observation/Feedback Cycle

- ❖ Occur biweekly
- ❖ Never announced
- ❖ Varied length
- ❖ Face-Face Feedback
 - ◆ Pre-established yearlong goals
 - ◆ Performance related to observation tool
- ❖ Always informal (unless on Action Plan)



Swivl Technology

- ❖ Allows you to record your class and reflect at any time
- ❖ Creates conditions for shared analysis & increases trust in the accuracy of the feedback
- ❖ Provides shared ownership and co-construction of the highest leverage next step for growth

III) Accountability For Growth

- ❖ Use TeachBoost to monitor progress of each action step over time to ensure feedback translates into practice and consistent growth.

Next Steps

- | | | | | |
|-------------------------------------|--|----------------|---------------------------|---------------------------|
| <input checked="" type="checkbox"/> | observe Fuller Bean's behavior management | Due 2 days ago | View form | Finished |
| <input checked="" type="checkbox"/> | Try observing Reed Callahan | Due Yesterday | View form | Finished |
| <input type="checkbox"/> | Create a student-friendly version of assessment criteria to share with pupils. | Due in 2 days | | View form |

2 messages

no-reply@parastorage.com <no-reply@parastorage.com> Wed, May 10, 2017 at 7:16 PM
Reply-To: Marilyse [REDACTED]
To: tkelley@prospectschools.org

You have a new message:
Via: <http://danburyprospect.wixsite.com/danburyprospect>

Message Details:
Name Marilyse [REDACTED]
Subject Re: Admission
Message Just wanted to know if there is a link where I can apply for my son in 2018. Thank you!
Email [REDACTED]

Sent on: 10 May, 2017
Thank you for using Wix.com!

Addressed: Respondent was contacted and made aware of our program and timeline and informed that upon approval of Danbury Prospect, the school will update its webpage and run notices for the enrollment and lottery process. Respondent was added to our mailing list.

no-reply@parastorage.com <no-reply@parastorage.com> Thu, Jul 13, 2017 at 5:18 PM
Reply-To: katie [REDACTED]
To: tkelley@prospectschools.org

You have a new message:
Via: <http://danburyprospect.wixsite.com/danburyprospect>

Message Details:
Name katie [REDACTED]
Email [REDACTED]
Subject need help with registration
Message I would like to register my 10 year old, please, I can be reach at 203-428-[REDACTED] or my e-mail, I would like someone to direct me, thanks

Sent on: 13 July, 2017
Thank you for using Wix.com!

Addressed: Respondent was contacted and made aware of our program and timeline and informed that upon approval of Danbury Prospect, the school will update its webpage and run notices for the enrollment and lottery process. Respondent was added to our mailing list.

no-reply@parastorage.com <no-reply@parastorage.com> Sat, Apr 29, 2017 at 9:24 AM
Reply-To: Adriana [REDACTED]
To: tkelley@prospectschools.org

You have a new message:
Via: <http://danburyprospect.wixsite.com/danburyprospect>

Message Details:
Name Adriana
Subject Kevin [REDACTED]
Message Hello my son is in the 4 grade now I have interest in enrolling him in this school for 2018 6 grade as I do?
Email [REDACTED]

Sent on: 29 April, 2017
Thank you for using Wix.com!

Addressed: Respondent was contacted and made aware of our program and timeline and informed that upon approval of Danbury Prospect, the school will update its webpage and run notices for the enrollment and lottery process. Respondent was added to our mailing list.

2 messages

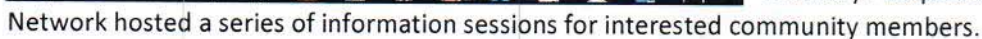
no-reply@parastorage.com <no-reply@parastorage.com> Sun, Nov 6, 2016 at 6:54 PM
Reply-To: Dana [REDACTED]
To: tkelley@prospectschools.org

You have a new message:
Via: <http://danburyprospect.wixsite.com/danburyprospect>

Message Details:
Name Dana Gore
Subject Interested in learning more
Message This could be wonderful option!!!
Email [REDACTED]

Sent on: 6 November, 2016
Thank you for using Wix.com!

Addressed: Respondent was contacted and added to our mailing list.



Announcement (Hard Copy) - The Founder Group and members of the proposed Governing Council for Danbury Prospect Charter School has held 15 public meetings/outreach events thus far in an attempt to inform the parents and families of school age children, members of the Danbury Public Schools, community leaders and community organizations with ties to education that are located in the City of Danbury where Danbury Prospect is to be located. The Information Session Meeting Announcement is one format used to publicize each of our outreach events and sign-in sheets and feedback surveys are used to build and track attendees.

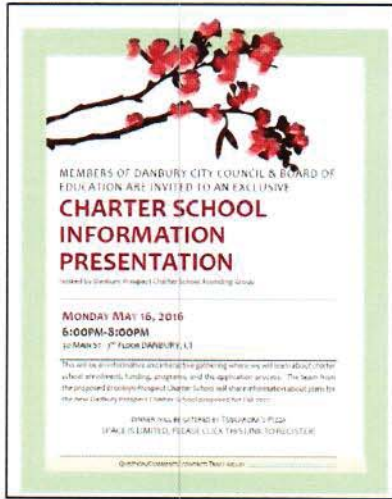
Danbury Prospect and Northeast Charter Schools

[illegible]

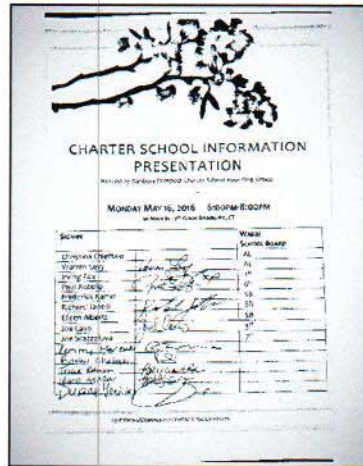
Danbury Prospect and New Hope Baptist Church teamed up to host an information session exclusively for Jericho Partnership clergy.



| CHARTER SCHOOL INFORMATION PRESENTATION & BRUNCH | | |
|---|---------------------------------|---------------------------|
| Held on Thursday, December 14, 2006 at 9:00 AM | | |
| PRINT NAME | EMAIL | ORGANIZATION |
| 1. Rachel Ordahl | reacordahl@gmail.com | Danbury Hospital |
| 2. Rachel Ruby Gardner | rgardner@danburyhospital.com | Danbury Children's Center |
| 3. Trish Peterson | trishp@danbury.com | Danbury Hospital |
| 4. Stephen Towner | stowner@danburyhospital.com | Danbury Children's Center |
| 5. Dr. Tom Garavito | tomgaravito@danburyhospital.com | Danbury Hospital |
| 6. Dr. Jennifer Towner | jtowner@danburyhospital.com | Danbury Children's Center |
| 7. Susan M. Towner | stowner@danburyhospital.com | Danbury Hospital |



Danbury Prospect hosted an exclusive charter school information session for Danbury City Council and Danbury Board of Education members with Northeast Charter School Network.



Danbury Prospect held numerous community meetings at the library and meeting rooms across the city. As a result, we received feedback on our proposed grade structure. By incorporating that feedback, we demonstrated responsiveness to community need for more middle school options. Hand cards and fliers in English and Spanish were distributed at laundry mats, community bulletin boards, and restaurants across Danbury. The outreach team held office hours every 2nd Thursday and 3rd Monday in the morning and evening so families and parents could stop by if they had any questions.



JUEVES 9 DE JUNIO 2016
9:30AM-11:30AM
Y
6:00PM - 8:00PM

SESION PARA INFORMACION DE DANBURY PROSPECT CHARTER SCHOOL

Que es una escuela charter?
 Las escuelas charter son escuelas publicas independientes que operan bajo un contrato de charter. Con el proposito de mejorar la educacion, se permite a las escuelas charter operar con mayor libertad y flexibilidad en su funcionamiento.

Puede la escuela charter cobrar por matriculacion?
 No, como escuela publica las escuelas charter no pueden cobrar por la matriculacion.

Como pueden los estudiantes ser admitidos a la escuela?
 Cualquier niño o niña que viva en el territorio de la escuela publica puede ser admitido a la escuela charter. Se requiere solo un formulario de solicitud.



THURSDAY JUNE 9, 2016
9:30AM-11:30AM &
6:00PM - 8:00PM

DANBURY PROSPECT CHARTER SCHOOL INFORMATION SESSION

What is a Charter School? Charter schools are independent public schools that operate under a contract or charter. With their operating autonomy, charter schools offer quality and choice in the public education system.

Can charter schools charge tuition? No, as public schools, charter schools cannot charge tuition.

How are students admitted to charter schools? Any child eligible for admission to a traditional public school is eligible for admission to a public charter school. All charters must accept students through a lottery system.



The team received valuable and helpful feedback. A sample of the survey feedback is below.

I am a: Snatchpelt Parent/Caregiver Y/N (Child's age 4) Circle all that apply Danbury Resident Y/N Yes Elected Official Y/N No I am from a: Non-Profit Org Y/N No

Danbury Prospect Charter School Information Session
June 9, 2016

| | Strongly Disagree | Disagree | Neither Agree or Disagree | Agree | Strongly Agree |
|---|-------------------|----------|---------------------------|-------|----------------|
| Overall, this event met my expectations. | 1 | 2 | 3 | 4 | 5 |
| As a result of this session, my level of knowledge regarding charter schools increased. | 1 | 2 | 3 | 4 | 5 |
| I would recommend this event to a friend. | 1 | 2 | 3 | 4 | 5 |
| I would like to see a charter school in Danbury. | 1 | 2 | 3 | 4 | 5 |
| The facilitator answered all of my questions, clearly. | 1 | 2 | 3 | 4 | 5 |

Additional Comments: Thank you very informative! Let's make it happen. Sarah Mader

I am a: Parent/Caregiver Y/N (Child's age 10) Circle all that apply Danbury Resident Y/N Yes Elected Official Y/N No I am from a: Non-Profit Org Y/N No

Danbury Prospect Charter School Information Session
June 9, 2016

| | Strongly Disagree | Disagree | Neither Agree or Disagree | Agree | Strongly Agree |
|---|-------------------|----------|---------------------------|-------|----------------|
| Overall, this event met my expectations. | 1 | 2 | 3 | 4 | 5 |
| As a result of this session, my level of knowledge regarding charter schools increased. | 1 | 2 | 3 | 4 | 5 |
| I would recommend this event to a friend. | 1 | 2 | 3 | 4 | 5 |
| I would like to see a charter school in Danbury. | 1 | 2 | 3 | 4 | 5 |
| The facilitator answered all of my questions, clearly. | 1 | 2 | 3 | 4 | 5 |

Additional Comments:

I am a: Parent/Caregiver Y/N (Child's age 10) Circle all that apply Danbury Resident Y/N Yes Elected Official Y/N No I am from a: Non-Profit Org Y/N No

Danbury Prospect Charter School Information Session
June 9, 2016

| | Strongly Disagree | Disagree | Neither Agree or Disagree | Agree | Strongly Agree |
|---|-------------------|----------|---------------------------|-------|----------------|
| Overall, this event met my expectations. | 1 | 2 | 3 | 4 | 5 |
| As a result of this session, my level of knowledge regarding charter schools increased. | 1 | 2 | 3 | 4 | 5 |
| I would recommend this event to a friend. | 1 | 2 | 3 | 4 | 5 |
| I would like to see a charter school in Danbury. | 1 | 2 | 3 | 4 | 5 |
| The facilitator answered all of my questions, clearly. | 1 | 2 | 3 | 4 | 5 |

Additional Comments: I think this is so helpful and helpful

I am a: Parent/Caregiver Y/N (Child's age 10) Circle all that apply Danbury Resident Y/N Yes Elected Official Y/N No I am from a: Non-Profit Org Y/N No

Danbury Prospect Charter School Information Session
June 9, 2016

| | Strongly Disagree | Disagree | Neither Agree or Disagree | Agree | Strongly Agree |
|---|-------------------|----------|---------------------------|-------|----------------|
| Overall, this event met my expectations. | 1 | 2 | 3 | 4 | 5 |
| As a result of this session, my level of knowledge regarding charter schools increased. | 1 | 2 | 3 | 4 | 5 |
| I would recommend this event to a friend. | 1 | 2 | 3 | 4 | 5 |
| I would like to see a charter school in Danbury. | 1 | 2 | 3 | 4 | 5 |
| The facilitator answered all of my questions, clearly. | 1 | 2 | 3 | 4 | 5 |

Additional Comments: I would like to see an incoming K, 6, 9th grade class, 9th grade in particular to establish school in the community.

I am a: Parent/Caregiver Y/N (Child's age 7) Circle all that apply Danbury Resident Y/N Yes Elected Official Y/N No I am from a: Non-Profit Org Y/N No

Danbury Prospect Charter School Information Session
June 9, 2016

| | Strongly Disagree | Disagree | Neither Agree or Disagree | Agree | Strongly Agree |
|---|-------------------|----------|---------------------------|-------|----------------|
| Overall, this event met my expectations. | 1 | 2 | 3 | 4 | 5 |
| As a result of this session, my level of knowledge regarding charter schools increased. | 1 | 2 | 3 | 4 | 5 |
| I would recommend this event to a friend. | 1 | 2 | 3 | 4 | 5 |
| I would like to see a charter school in Danbury. | 1 | 2 | 3 | 4 | 5 |
| The facilitator answered all of my questions, clearly. | 1 | 2 | 3 | 4 | 5 |

Additional Comments: I think you for your time & commitment to making for city

Prospect 1
 Charter School Information Session - May 13, 2016

Non-Profit Org Y/N _____ Community Member Y/N _____ Elected Official Y/N _____

| | Strongly Disagree | Disagree | Neither Agree or Disagree | Agree | Strongly Agree |
|--|-------------------|----------|---------------------------|-------|----------------|
| This session increased my overall knowledge about charter schools. | 1 | 2 | 3 | 4 | 5 |
| This event clarified misconceptions I had about charter schools. | 1 | 2 | 3 | 4 | 5 |
| I would be willing to host a community meeting so Danbury Prospect could present information to my constituents. | 1 | 2 | 3 | 4 | 5 |
| I am a resident of Danbury and I support the opening of the Danbury Prospect Charter School. | 1 | 2 | 3 | 4 | 5 |
| Additional comments, feedback, suggestions or concerns: | 1 | 2 | 3 | 4 | 5 |

I Didn't Have any Misconceptions about Charter Schools - Received great information tonight. Certainly encouraged!

Circle all that apply - Parent/Caregiver Y/N _____ Child's age 17, 13 Non-Profit Org Y/N _____ Community Member Y/N _____ Elected Official Y/N _____

Prospect 1
 Charter School Information Session - May 13, 2016

Non-Profit Org Y/N _____ Community Member Y/N _____ Elected Official Y/N _____

| | Strongly Disagree | Disagree | Neither Agree or Disagree | Agree | Strongly Agree |
|--|-------------------|----------|---------------------------|-------|----------------|
| This session increased my overall knowledge about charter schools. | 1 | 2 | 3 | 4 | 5 |
| This event clarified misconceptions I had about charter schools. | 1 | 2 | 3 | 4 | 5 |
| I would be willing to host a community meeting so Danbury Prospect could present information to my constituents. | 1 | 2 | 3 | 4 | 5 |
| I am a resident of Danbury and I support the opening of the Danbury Prospect Charter School. | 1 | 2 | 3 | 4 | 5 |
| Additional comments, feedback, suggestions or concerns: | 1 | 2 | 3 | 4 | 5 |

Great Job!

Prospect 1
 Charter School Information Session - May 13, 2016

Non-Profit Org Y/N _____ Community Member Y/N _____ Elected Official Y/N _____

| | Strongly Disagree | Disagree | Neither Agree or Disagree | Agree | Strongly Agree |
|--|-------------------|----------|---------------------------|-------|----------------|
| This session increased my overall knowledge about charter schools. | 1 | 2 | 3 | 4 | 5 |
| This event clarified misconceptions I had about charter schools. | 1 | 2 | 3 | 4 | 5 |
| I would be willing to host a community meeting so Danbury Prospect could present information to my constituents. | 1 | 2 | 3 | 4 | 5 |
| I am a resident of Danbury and I support the opening of the Danbury Prospect Charter School. | 1 | 2 | 3 | 4 | 5 |
| Additional comments, feedback, suggestions or concerns: | | | | | |

Circle all that apply - Parent/Caregiver Y/N _____ Child's age _____ Non-Profit Org Y/N _____ Community Member Y/N _____ Elected Official Y/N _____

Prospect 1
 Charter School Information Session - May 13, 2016

Non-Profit Org Y/N _____ Community Member Y/N _____ Elected Official Y/N _____


| | Strongly Disagree | Disagree | Neither Agree or Disagree | Agree | Strongly Agree |
|--|-------------------|----------|---------------------------|-------|----------------|
| This session increased my overall knowledge about charter schools. | 1 | 2 | 3 | 4 | 5 |
| This event clarified misconceptions I had about charter schools. | 1 | 2 | 3 | 4 | 5 |
| I would be willing to host a community meeting so Danbury Prospect could present information to my constituents. | 1 | 2 | 3 | 4 | 5 |
| I am a resident of Danbury and I support the opening of the Danbury Prospect Charter School. | 1 | 2 | 3 | 4 | 5 |
| Additional comments, feedback, suggestions or concerns: | | | | | |

Free Public Charter School for Danbury Residents
Starting with 6th grade, Danbury Prospect will grow its middle school until we reach full size as a K-12 program.

Danbury Prospect Charter School

Prospect Schools
DANBURY

•Pending State Approval- Opening September 2018



Danbury Prospect Charter School

(Prepared: February 2011)

Modeled after nationally recognized Brooklyn Prospect Charter School

- Free Public Charter School K-12
- Strong Preference
- Curriculum Based Around International Baccalaureate (IB) Framework
- Spanish or Mandarin Chinese
- Small School Feel
- Multicultural Awareness & Global Ed.
- Rigorous Curriculum & Exceptional Teachers

With our diverse student body, we grow a love of learning, and a desire to positively impact society.


PASSION PERSISTENCE
CURIOSITY RESPECT

Information Sessions

Every 2nd Tuesday of each month
6:00pm


Every 3rd Monday of each month
9:30am

September through November
38 Main St., 3rd Floor, Danbury CT



www.danburyprospect.org or info@danburyprospect.org
info@danburyprospect.org or www.danburyprospect.org
www.danburyprospect.org

Question? Tracy Kelly tracykelly@danburyprospect.org



Danbury Prospect Charter School


Prospect Street, Danbury, CT 06810

Modeled after nationally recognized **Brooklyn Prospect Charter School**

- Free Public Charter School K-12
- Bilingual Proficiency
- Curriculum Built Around International
- Camcassette (IB) Framework
- Spanish or Mandarin Chinese
- Small School Feel
- Multicultural Awareness & Global
- Rigorous Curriculum & Exceptional Teachers

With our diverse student body, we grow a love of learning and a desire to positively impact society

PASSION · PERSISTENCE · CURIOSITY · RESPECT




| Info Sessions | |
|----------------------|----------------|
| Mon July 11th | 9:30am-11:30am |
| Thu July 21st | 9:00am-8:00pm |
| Mon Aug 18th | 9:30am-11:30am |
| Thu Aug 18th | 6:00pm-8:00pm |

30 Main St. 3rd Floor, Danbury CT

www.danburyprospectcharter.org
[facebook.com/DanburyProspectCharterSchool](https://www.facebook.com/DanburyProspectCharterSchool)
www.twitter.com/danburyprospect

Questions? Freely Kathy Helwig@danburyprospectcharter.org



Danbury Prospect Charter School

Preparando la Academia en el Siglo XXI


Modelo basado en la escuela Brooklyn Prospect Charter con reconocimiento nacional

- Escuela Pública Grate para Niños/as de Danbury
- Desde 1 hasta 5to Grado
- Empezando con 1to Grado
- Cursos Dedicados - Sistema de Refuerzo-Intensivo (RI)
- Preferencia para hermanas
- Admisión por lotería
- Atención Psicológica y de Lenguaje con Apoyo
- Mentalidad Internacional, Competencia Global y Educación para la Ciudadanía Mundial
- Clima Mundial y Respeto Impartidos en Kindergarten


Con nuestro diverso cuerpo de estudiantes, desmantelamos un árbol por el aprendizaje y un árbol por el impacto positivo en la sociedad

RACIO- PERSISTENCIA CURIOSIDAD RESPECTO

Para más información contacta a: info@danburyprospectschool.org
 Teléfono: 203-261-1100 ext. 1000
 Web: www.danburyprospectschool.org



Preguntas? Tracy Keiley info@danburyprospectschool.org




Danbury Prospect Charter School

Prospect Opening Fall 2017

Modelled after nationally recognized Rossmore Charter School

- Free Public Charter School K-12
- Sibling Preference
- Curriculum Built Around International
- Baccaraucini (IB) Framework
- Spanish or Mandarin Chinese
- Small School Size
- Multicultural Awareness & Global Citizenship
- Rigorous Curriculum & Exceptional Teachers



With our diverse student body, we grow a love of learning, and a desire to positively impact society

PASSION · PERSISTENCE
CURIOSITY · RESPECT

Info Sessions

| | |
|--------------|----------------|
| Thu Aug 15th | 8:00am-8:00pm |
| Thu Sep 8th | 6:00pm-8:00pm |
| Mon Sep 19th | 9:30am-11:30am |

38 Main St. 3rd Floor, Danbury CT

www.danburyprospect.org | info@danburyprospect.org
facebook.com/danburyprospectcharter
www.linkedin.com/company/danburyprospect

Questions? Tracy Kelley tracy@danburyprospect.org

To establish a common theme, the outreach team designed hand cards and revised and updated them throughout the 18 month awareness campaign. Every attempt was made to have hand cards available in both English and Spanish.

The team consistently heard parents share their concerns about the following:

- low performance of Danbury Public Schools
- middle school over-crowding
- enrollment information
- school funding
- plans for ELL

Attendees were given an information packet (see below) in English or Spanish.

[illegible]

Dartbury Prospect Charter School Fact Sheet





Schooling

- Dartbury Prospect provides a full range of schooling from pre-kindergarten to grade 12
- Pre-kindergarten and kindergarten are held at the school
- Grades 1 through 12 are held at the Prospect Charter School in Dartbury

Student Administration

- All students are admitted on a non-selective basis
- Students are accepted on a rolling basis
- No application fee

Enrollment

- Open to all Dartbury residents
- Enrollment is accepted on a rolling basis
- Enrollment is accepted on a rolling basis
- Enrollment is accepted on a rolling basis

College Information

- All students are encouraged to attend college
- All students are encouraged to attend college
- All students are encouraged to attend college

Financial Information

- All students are encouraged to attend college
- All students are encouraged to attend college
- All students are encouraged to attend college

[illegible]

The Danbury outreach team hosted a Chat-n-Chew En Española, to ensure we are reaching families whose first language is not English.

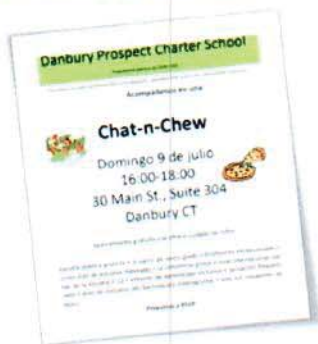
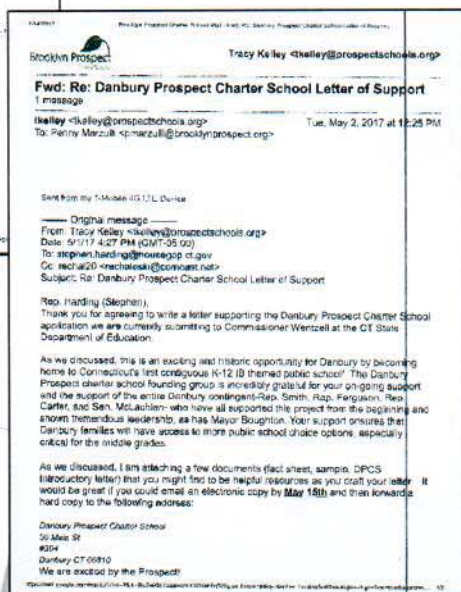
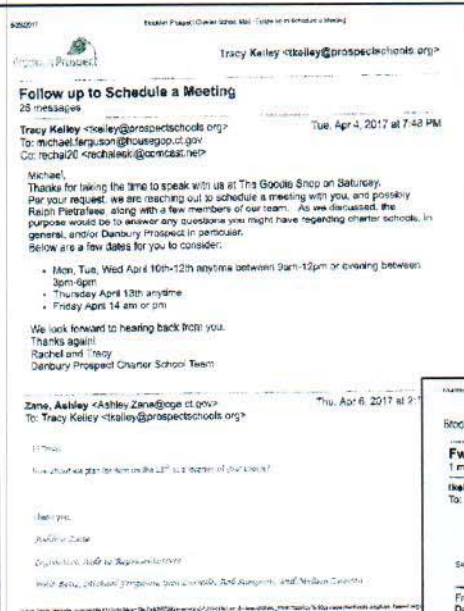


Exhibit 4- State-level Charter School Advocacy Campaign

The Danbury Prospect outreach team mobilized 248 Danbury parents and advocates to join the Northwest Charter School Network's "Phone 2 Action" Campaign to urge Governor Malloy to request proposals for new public charter schools. The team tabled at the Family Fun Festival, Taste of Danbury, New Hope Baptist Church Community Fair and staffed kiosk at the Danbury Fair Mall, giving away school supplies, seeking signatures, and providing information and answering questions about the proposed school.



The team travelled to the state capitol in Hartford answering questions and seeking support from Danbury state representatives. The Danbury Prospect outreach team pictured with Rep Harding, Rep Godfrey, Rep Arconti, Rep Smith, and Rep Giegler.



william.duff@housegop.ct.gov, richard.smith@housegop.ct.gov, david.arconti@cga.ct.gov
 Cc: "Zane, Ashley" <Ashley.Zane@cga.ct.gov>

~REMINDER~

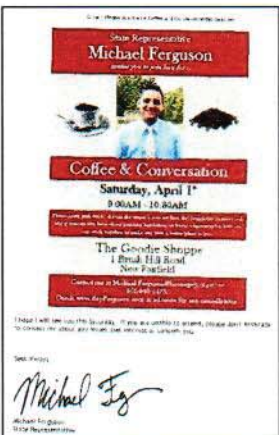
We, Danbury Prospect Charter School team, are hosting Rep. Mike Ferguson, of the 38th legislative district, for a coffee tomorrow morning at **8:00 am** at our office -30 Main St 3rd floor - to discuss our plans for the new charter school and ask for his support as we seek to make Danbury history with our application to open

Danbury Prospect Charter School

(This is exclusively for Danbury Prospect Team members, only)

We have extended the invitation to Rep. Smith, Rep. Arconti, Rep. Duff, and Rep. Harding, too!

PLEASE JOIN US!



Phone2ActionExport_Advocate_201

| Phone2Action RFP Petition Drive Advocacy Work March 2016-October 201 | | | | | |
|--|------------------|------------|------------|-------|----------|
| 1 | Date/Time Joined | First Name | City | State | ZIP Code |
| 2 | 10/14/2016 15:29 | Zulma | Danbury | CT | 6811 |
| 3 | 10/14/2016 8:08 | Valery | Danbury | CT | 6811 |
| 4 | 9/26/2016 14:34 | Aidan | Danbury | CT | 6810 |
| 5 | 9/24/2016 19:56 | Maxine | Danbury | CT | 6810 |
| 6 | 9/22/2016 15:54 | Dacia | New Haven | CT | 6511 |
| 7 | 9/22/2016 15:43 | Julie | Bridgeport | CT | 6606 |
| 8 | 9/22/2016 8:03 | Yasmely | Danbury | CT | 6810 |
| 9 | 9/19/2016 15:52 | Hollyanne | Danbury | CT | 6810 |
| 10 | 9/18/2016 21:35 | Keith | Danbury | CT | 6811 |
| 11 | 9/13/2016 12:19 | Kristina | Danbury | CT | 6811 |
| 12 | 9/12/2016 9:05 | Angie | Danbury | CT | 6810 |
| 13 | 9/12/2016 7:52 | Deepti | Danbury | CT | 6810 |
| 14 | 9/11/2016 19:40 | Kimberly | Danbury | CT | 6811 |
| 15 | 9/11/2016 16:39 | Wanda | Bristol | CT | 6010 |
| 16 | 9/11/2016 16:37 | stacie | Danbury | CT | 6810 |
| 17 | 9/11/2016 16:33 | Kathy | Danbury | CT | 6810 |
| 18 | 9/11/2016 16:27 | Ashley | Danbury | CT | 6810 |
| 19 | 9/11/2016 16:18 | Seb | Danbury | CT | 6811 |
| 20 | 9/11/2016 16:18 | Martha | Danbury | CT | 6811 |
| 21 | 9/11/2016 15:48 | Anjali | Danbury | CT | 6810 |
| 22 | 9/11/2016 15:45 | Darel | Danbury | CT | 6811 |
| 23 | 9/11/2016 15:45 | Michelle | Danbury | CT | 6810 |
| 24 | 9/11/2016 15:37 | Manny | Danbury | CT | 6810 |
| 25 | 9/11/2016 15:14 | Martha | Danbury | CT | 6810 |
| 26 | 9/11/2016 14:59 | julissa | Danbury | CT | 6811 |
| 27 | 9/11/2016 14:36 | Laura | Danbury | CT | 6810 |
| 28 | 9/11/2016 14:04 | Taliek | Danbury | CT | 6811 |
| 29 | 9/11/2016 14:01 | Leandra | Danbury | CT | 6811 |
| 30 | 9/11/2016 13:51 | Stephen | Danbury | CT | 6811 |
| 31 | 9/11/2016 13:34 | Michelle | Danbury | CT | 6811 |
| 32 | 9/11/2016 13:08 | Melissa | Danbury | CT | 6811 |
| 33 | 9/11/2016 12:54 | Liz | Danbury | CT | 6811 |
| 34 | 9/11/2016 12:38 | Cathy | Danbury | CT | 6810 |
| 35 | 9/11/2016 12:17 | Tracy | Danbury | CT | 6810 |
| 36 | 9/11/2016 12:17 | Erick | Danbury | CT | 6810 |
| 37 | 9/11/2016 12:09 | Jeff | Bridgeport | CT | 6604 |
| 38 | 9/10/2016 17:42 | Victor | Danbury | CT | 6810 |
| 39 | 9/10/2016 17:37 | Reyna | Danbury | CT | 6810 |
| 40 | 9/10/2016 17:05 | Kyesha | Danbury | CT | 6810 |
| 41 | 9/10/2016 16:57 | Pamela | Bethel | CT | 6801 |
| 42 | 9/10/2016 16:22 | Francine | Danbury | CT | 6810 |

Phone2ActionExport_Advocate_201

| | | | | | |
|----|-----------------|-----------|----------------|----|-------|
| 43 | 9/10/2016 16:11 | Sarah | Danbury | CT | 6811 |
| 44 | 9/10/2016 13:58 | scott | Danbury | CT | 6810 |
| 45 | 9/10/2016 12:47 | Ziaire | North Myrtle | SC | 29582 |
| 46 | 9/10/2016 12:47 | Tahitia | Danbury | CT | 6810 |
| 47 | 9/10/2016 12:38 | Michael | Danbury | CT | 6810 |
| 48 | 9/10/2016 12:25 | Anita | Danbury | CT | 6810 |
| 49 | 9/10/2016 12:22 | Philomena | Danbury | CT | 6811 |
| 50 | 9/10/2016 12:19 | Nicole | Seymour | CT | 6483 |
| 51 | 9/10/2016 12:14 | James | Brookfield | CT | 6804 |
| 52 | 9/10/2016 12:14 | Clarence | Danbury | CT | 6811 |
| 53 | 9/9/2016 15:29 | Sam | New Haven | CT | 6511 |
| 54 | 9/9/2016 13:03 | Karen | Danbury | CT | 6810 |
| 55 | 9/8/2016 20:03 | Sandra | New Fairfield | CT | 6812 |
| 56 | 8/28/2016 23:49 | Stacy | Danbury | CT | 6810 |
| 57 | 8/28/2016 7:44 | Xavier | Sherman | CT | 6784 |
| 58 | 8/27/2016 15:18 | Hubert | Brookfield | CT | 6804 |
| 59 | 8/27/2016 15:01 | Shawn | Southbury | CT | 6488 |
| 60 | 8/27/2016 14:59 | Charlotte | Berlin Charter | MI | 48166 |
| 61 | 8/27/2016 14:58 | Walter | Danbury | CT | 6810 |
| 62 | 8/27/2016 14:51 | Wilmesha | Danbury | CT | 6810 |
| 63 | 8/27/2016 14:38 | Idella | Danbury | CT | 6810 |
| 64 | 8/27/2016 14:34 | doris | Danbury | CT | 6810 |
| 65 | 8/27/2016 13:59 | Quintasia | Waterbury | CT | 6706 |
| 66 | 8/27/2016 13:45 | jaleesa | Waterbury | CT | 6706 |
| 67 | 8/27/2016 13:40 | Jessica | Danbury | CT | 6810 |
| 68 | 8/27/2016 13:37 | Bertha | Danbury | CT | 6810 |
| 69 | 8/27/2016 13:34 | Daniel | Danbury | CT | 6810 |
| 70 | 8/27/2016 13:33 | Marion | Danbury | CT | 6810 |
| 71 | 8/27/2016 13:32 | Patricia | Danbury | CT | 6810 |
| 72 | 8/27/2016 13:31 | Daisy | Danbury | CT | 6811 |
| 73 | 8/27/2016 13:24 | Shirley | Danbury | CT | 6811 |
| 74 | 8/27/2016 13:20 | JONATHAN | Danbury | CT | 6810 |
| 75 | 8/27/2016 13:18 | Oliver | Danbury | CT | 6810 |
| 76 | 8/27/2016 13:12 | Devin | Danbury | CT | 6811 |
| 77 | 8/27/2016 13:11 | Wallace | Danbury | CT | 6811 |
| 78 | 8/27/2016 13:03 | Michael | Danbury | CT | 6810 |
| 79 | 8/27/2016 13:02 | Elihle | Hartford | CT | 6114 |
| 80 | 8/27/2016 13:02 | Maxine | Danbury | CT | 6810 |
| 81 | 8/27/2016 12:56 | James | Danbury | CT | 6811 |
| 82 | 8/27/2016 12:51 | Pearlene | Danbury | CT | 6811 |
| 83 | 8/27/2016 11:50 | Travelle | Danbury | CT | 6811 |
| 84 | 8/21/2016 13:49 | Angela | Danbury | CT | 6810 |
| 85 | 8/21/2016 13:49 | Danielle | Danbury | CT | 6810 |

Phone2ActionExport_Advocate_201

| | | | | | |
|-----|-----------------|------------|---------------|----|-------|
| 86 | 8/21/2016 13:47 | Kathiuska | New Milford | CT | 6776 |
| 87 | 8/21/2016 13:28 | Markus | Danbury | CT | 6810 |
| 88 | 8/21/2016 13:24 | Randie | Danbury | CT | 6810 |
| 89 | 8/21/2016 12:55 | Rachelle | San Francisco | CA | 94158 |
| 90 | 8/21/2016 12:54 | Maggie | Queens | NY | 11378 |
| 91 | 8/21/2016 12:35 | Samantha | New Milford | CT | 6776 |
| 92 | 8/21/2016 12:34 | Rebecca | Brookfield | CT | 6804 |
| 93 | 8/21/2016 12:28 | Jennifer | New Milford | CT | 6776 |
| 94 | 8/21/2016 12:27 | Carly | Sherman | CT | 6784 |
| 95 | 8/21/2016 12:20 | Andrea | Danbury | CT | 6811 |
| 96 | 8/21/2016 12:14 | Ivonne | Danbury | CT | 6810 |
| 97 | 8/21/2016 12:09 | Kevin | Danbury | CT | 6810 |
| 98 | 8/21/2016 11:27 | Mohammad | Danbury | CT | 6810 |
| 99 | 8/21/2016 11:15 | Bryan | Danbury | CT | 6811 |
| 100 | 8/21/2016 10:46 | Shiriki | Danbury | CT | 6810 |
| 101 | 8/21/2016 10:45 | Niema | Danbury | CT | 6811 |
| 102 | 8/20/2016 15:51 | Maricarmen | New Fairfield | CT | 6812 |
| 103 | 8/20/2016 15:46 | Oscar | Danbury | CT | 6811 |
| 104 | 8/20/2016 15:43 | Kiersten | Brewster | NY | 10509 |
| 105 | 8/20/2016 15:40 | Harlen | Shelton | CT | 6484 |
| 106 | 8/20/2016 15:31 | armin | Queensbury | NY | 12804 |
| 107 | 8/20/2016 15:31 | Jack | New Milford | CT | 6776 |
| 108 | 8/20/2016 15:31 | megan | New Milford | CT | 6776 |
| 109 | 8/20/2016 15:29 | Poonam | Stamford | CT | 6902 |
| 110 | 8/20/2016 15:19 | Genesis | New Milford | CT | 6776 |
| 111 | 8/20/2016 15:19 | Glenda | New Milford | CT | 6776 |
| 112 | 8/20/2016 15:14 | Samantha | Carmel | NY | 10512 |
| 113 | 8/20/2016 15:05 | Shareema | Danbury | CT | 6810 |
| 114 | 8/20/2016 15:04 | Shiemma | Danbury | CT | 6810 |
| 115 | 8/20/2016 15:04 | Stephanie | Danbury | CT | 6810 |
| 116 | 8/20/2016 14:54 | Courtney | Brewster | NY | 10509 |
| 117 | 8/20/2016 14:51 | Edward | Danbury | CT | 6811 |
| 118 | 8/20/2016 14:44 | Megan | Bethel | CT | 6801 |
| 119 | 8/20/2016 14:44 | Chelsea | Auburn | AL | 36832 |
| 120 | 8/20/2016 14:44 | Matt | Bethel | CT | 6801 |
| 121 | 8/20/2016 14:34 | Ashley | Danbury | CT | 6811 |
| 122 | 8/20/2016 14:29 | Shica | Waterbury | CT | 6704 |
| 123 | 8/20/2016 14:24 | Stephanie | Bethel | CT | 6801 |
| 124 | 8/20/2016 14:24 | Jennifer | Danbury | CT | 6810 |
| 125 | 8/20/2016 14:11 | Nianna | Danbury | CT | 6810 |
| 126 | 8/20/2016 13:49 | Edward | Danbury | CT | 6811 |
| 127 | 8/20/2016 13:25 | Jagadeesh | Danbury | CT | 6811 |
| 128 | 8/20/2016 13:23 | Martha | Newtown | CT | 6470 |

Phone2ActionExport_Advocate_201

| | | | | | |
|-----|-----------------|-----------|---------------|----|-------|
| 129 | 8/20/2016 13:03 | Simon | Bethel | CT | 6801 |
| 130 | 8/20/2016 13:03 | Marebec | Bethel | CT | 6801 |
| 131 | 8/20/2016 13:01 | Nicholai | Danbury | CT | 6810 |
| 132 | 8/20/2016 12:54 | Kelly | Holmes | NY | 12531 |
| 133 | 8/20/2016 12:52 | Yarima | Danbury | CT | 6810 |
| 134 | 8/20/2016 12:52 | Keren | Danbury | CT | 6811 |
| 135 | 8/20/2016 12:50 | bayardo | Danbury | CT | 6810 |
| 136 | 8/20/2016 12:38 | Michelle | Ridgefield | CT | 6877 |
| 137 | 8/20/2016 12:27 | Fernando | Newtown | CT | 6470 |
| 138 | 8/20/2016 12:15 | Carolyn | Danbury | CT | 6811 |
| 139 | 8/20/2016 12:12 | Nancy | Danbury | CT | 6811 |
| 140 | 8/20/2016 12:09 | Crane | New Fairfield | CT | 6812 |
| 141 | 8/20/2016 11:56 | Diana | Bristol | CT | 6010 |
| 142 | 8/20/2016 11:55 | Dante | Ithaca | NY | 14850 |
| 143 | 8/20/2016 11:53 | Pablo | Danbury | CT | 6810 |
| 144 | 8/20/2016 11:17 | Radha | Danbury | CT | 6810 |
| 145 | 8/20/2016 10:56 | Brian | Brookfield | CT | 6804 |
| 146 | 8/20/2016 10:45 | Lawanda | Danbury | CT | 6810 |
| 147 | 8/20/2016 10:38 | Troy | Norwalk | CT | 6854 |
| 148 | 8/20/2016 10:28 | To | Danbury | CT | 6810 |
| 149 | 8/20/2016 10:27 | Nicole | Danbury | CT | 6810 |
| 150 | 8/20/2016 10:27 | Arie | Danbury | CT | 6810 |
| 151 | 8/20/2016 10:21 | Tiara | Danbury | CT | 6810 |
| 152 | 8/20/2016 10:21 | genasia | Danbury | CT | 6811 |
| 153 | 8/20/2016 10:06 | Leonard | New Milford | CT | 6776 |
| 154 | 8/19/2016 18:45 | Jennifer | New Milford | CT | 6776 |
| 155 | 8/19/2016 10:19 | Deby | Danbury | CT | 6810 |
| 156 | 8/18/2016 21:45 | Rose | Danbury | CT | 6810 |
| 157 | 8/18/2016 4:05 | Yuberquiz | Danbury | CT | 6810 |
| 158 | 8/17/2016 21:37 | Cheryl | Danbury | CT | 6811 |
| 159 | 8/14/2016 17:08 | Kim | Danbury | CT | 6810 |
| 160 | 8/9/2016 8:35 | Helen | Danbury | CT | 6811 |
| 161 | 8/7/2016 17:40 | Roderick | Danbury | CT | 6811 |
| 162 | 8/7/2016 17:05 | Brianna | Danbury | CT | 6810 |
| 163 | 8/5/2016 19:21 | Robert | Danbury | CT | 6811 |
| 164 | 8/2/2016 15:11 | Lillian | Danbury | CT | 6810 |
| 165 | 7/27/2016 20:18 | Christine | Danbury | CT | 6811 |
| 166 | 7/27/2016 13:02 | Stacey | Danbury | CT | 6810 |
| 167 | 7/27/2016 13:01 | George | Danbury | CT | 6810 |
| 168 | 7/27/2016 12:58 | Bephine | Danbury | CT | 6810 |
| 169 | 7/27/2016 12:58 | Ruby | Danbury | CT | 6810 |
| 170 | 7/26/2016 16:49 | Elizabeth | Danbury | CT | 6810 |
| 171 | 7/26/2016 7:12 | June | Milford | CT | 6460 |

Phone2ActionExport_Advocate_201

| | | | | | |
|-----|-----------------|------------|---------------|----|------|
| 172 | 7/25/2016 22:08 | Christine | Danbury | CT | 6810 |
| 173 | 7/25/2016 21:11 | Jane | Danbury | CT | 6811 |
| 174 | 7/25/2016 20:15 | Tumani | Danbury | CT | 6810 |
| 175 | 7/25/2016 13:39 | Nicholas | Danbury | CT | 6810 |
| 176 | 7/24/2016 6:07 | Karen | Danbury | CT | 6811 |
| 177 | 7/23/2016 19:55 | Geraldine | Danbury | CT | 6811 |
| 178 | 7/23/2016 17:56 | Lacey | Danbury | CT | 6811 |
| 179 | 7/23/2016 17:51 | Brittany | Danbury | CT | 6810 |
| 180 | 7/23/2016 17:37 | Barbara | Danbury | CT | 6810 |
| 181 | 7/23/2016 17:29 | Alessandra | Danbury | CT | 6810 |
| 182 | 7/23/2016 17:27 | Luke | Danbury | CT | 6810 |
| 183 | 7/23/2016 17:26 | Keri | Danbury | CT | 6810 |
| 184 | 7/23/2016 17:07 | Norma | Danbury | CT | 6811 |
| 185 | 7/23/2016 16:54 | Ciaran | Danbury | CT | 6810 |
| 186 | 7/23/2016 16:43 | Dina | Danbury | CT | 6810 |
| 187 | 7/23/2016 16:31 | Pat | Danbury | CT | 6810 |
| 188 | 7/23/2016 16:14 | D. | Brookfield | CT | 6804 |
| 189 | 7/23/2016 16:10 | carolyn | New Milford | CT | 6776 |
| 190 | 7/23/2016 16:03 | Mayra | Danbury | CT | 6810 |
| 191 | 7/23/2016 16:01 | Christine | Danbury | CT | 6810 |
| 192 | 7/23/2016 15:53 | Lauren | New Fairfield | CT | 6812 |
| 193 | 7/23/2016 15:50 | eliza | Greenwich | CT | 6878 |
| 194 | 7/23/2016 15:45 | Elizabeth | Woodbury | CT | 6798 |
| 195 | 7/23/2016 15:37 | Melissa | Danbury | CT | 6811 |
| 196 | 7/23/2016 14:21 | Nicole | Danbury | CT | 6810 |
| 197 | 7/22/2016 12:46 | Julie | Danbury | CT | 6811 |
| 198 | 7/22/2016 11:09 | Katie | Danbury | CT | 6810 |
| 199 | 7/21/2016 19:52 | Carl | Danbury | CT | 6811 |
| 200 | 7/21/2016 16:52 | Robin | Danbury | CT | 6811 |
| 201 | 7/21/2016 16:47 | Melissa | Danbury | CT | 6810 |
| 202 | 7/20/2016 13:28 | Katya | Danbury | CT | 6810 |
| 203 | 7/20/2016 13:25 | Sherry | Danbury | CT | 6810 |
| 204 | 7/20/2016 13:25 | Janice | New Fairfield | CT | 6812 |
| 205 | 7/18/2016 10:28 | Srinivas | Danbury | CT | 6811 |
| 206 | 7/8/2016 14:46 | Benita | Danbury | CT | 6810 |
| 207 | 7/5/2016 11:56 | Orlando | Danbury | CT | 6810 |
| 208 | 7/5/2016 10:56 | Tamieka | Danbury | CT | 6810 |
| 209 | 7/1/2016 21:32 | Dawn | Danbury | CT | 6810 |
| 210 | 7/1/2016 20:09 | Timothy | Danbury | CT | 6810 |
| 211 | 7/1/2016 20:05 | Shannon | Danbury | CT | 6810 |
| 212 | 6/30/2016 21:46 | Tosha | Danbury | CT | 6811 |
| 213 | 6/30/2016 20:55 | Phyllis | Danbury | CT | 6811 |
| 214 | 6/30/2016 19:14 | Susan | Danbury | CT | 6811 |

Phone2ActionExport_Advocate_201

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|-----|-----------------|-----------|---------------|----|-------|
| 215 | 6/19/2016 16:25 | Sheryl | Danbury | CT | 6811 |
| 216 | 6/9/2016 10:51 | Candice | Danbury | CT | 6810 |
| 217 | 6/9/2016 10:51 | Katherine | Danbury | CT | 6810 |
| 218 | 5/25/2016 14:37 | Faye | Danbury | CT | 6811 |
| 219 | 5/16/2016 19:03 | Irving | Danbury | CT | 6811 |
| 220 | 4/27/2016 16:04 | Beth | Danbury | CT | 6811 |
| 221 | 4/26/2016 11:40 | Jill | Danbury | CT | 6810 |
| 222 | 4/16/2016 14:32 | alisyn | Danbury | CT | 6811 |
| 223 | 4/14/2016 13:15 | Billups | Hamden | CT | 6514 |
| 224 | 4/12/2016 21:55 | Ken | Trumbull | CT | 6611 |
| 225 | 4/12/2016 8:37 | Barbara | Woodbridge | CT | 6525 |
| 226 | 4/11/2016 14:23 | Bonita | Bridgeport | CT | 6604 |
| 227 | 4/11/2016 10:01 | Viney | Dover | DE | 19904 |
| 228 | 4/8/2016 11:00 | Shenira | New Haven | CT | 6511 |
| 229 | 3/29/2016 16:25 | Tricia | Danbury | CT | 6811 |
| 230 | 3/29/2016 16:17 | Rachel | Danbury | CT | 6811 |
| 231 | 3/28/2016 23:48 | Irene | Danbury | CT | 6811 |
| 232 | 3/28/2016 19:49 | Emanuela | Danbury | CT | 6810 |
| 233 | 3/28/2016 18:57 | Elizabeth | Mount Vernon | NY | 10552 |
| 234 | 3/19/2016 9:20 | .m | Danbury | CT | 6811 |
| 235 | 3/17/2016 0:53 | VERMA | Hamden | CT | 6514 |
| 236 | 3/16/2016 12:08 | Jessica | Albany | NY | 12209 |
| 237 | 3/15/2016 22:13 | Tenisha | Bridgeport | CT | 6607 |
| 238 | 3/15/2016 9:27 | Mary | Bridgeport | CT | 6608 |
| 239 | 3/15/2016 9:27 | Lori | Waterford | CT | 6375 |
| 240 | 3/14/2016 14:44 | Quinn | Stonington | CT | 6355 |
| 241 | 3/14/2016 13:48 | Christina | Waterbury | CT | 6710 |
| 242 | 3/14/2016 13:33 | Elizabeth | Waterbury | CT | 6704 |
| 243 | 3/14/2016 13:17 | Paul | West Hartford | CT | 6107 |
| 244 | 3/14/2016 13:09 | John | New Haven | CT | 6515 |
| 245 | 3/14/2016 13:07 | William | New London | CT | 6320 |
| 246 | 3/14/2016 13:05 | Steve | West Haven | CT | 6516 |
| 247 | 3/14/2016 13:05 | Quentin | Greenwich | CT | 6830 |
| 248 | 3/14/2016 13:02 | Sarah | Guilford | CT | 6437 |

Outreach members testified in front of the Connecticut General Assembly's Appropriations Committee on H.B. No. 7027 and the Black and Latino Caucus Public Hearing.

Testimony Regarding H.B. No. 7027 An Act Concerning the State Budget for the Biennium Ending June Thirtieth 2019, and Making Appropriations Therefor.

February 21, 2017

Dear Members of the Appropriations Committee,

My name is Rachel Chaleski. I am a Danbury resident and have two children in the Danbury Public School system. I am a "stay-at-home mom", who chose to leave a career in corporate finance to focus on my family, as they are my first priority. I believe all of our children should be the priority in this critical budget season. They are our future.

Danbury schools are currently facing unprecedented hardships. As many of our surrounding districts are challenged with school closings and redistricting due to declining enrollment, Danbury schools are bursting at the seams as enrollment continues to soar beyond projections. This increased enrollment brings rising high levels of English Language Learners, low-income and Special Education students who require additional resources to have equal opportunity to learn and achieve success. As a result, our district has had to cut programs and struggles to hire and retain teachers. At the beginning of this school year, modifications were made to almost every building to accommodate students by installing petitions, relinquishing offices, and doubling up teachers and students in single classrooms.

Danbury also falls short when it comes to school choice. We are the only large city in the state without a charter school. I have been working with a team of parents, community members, teachers and advocates to bring Danbury its first charter school, modeled after the successful Brooklyn Prospect Charter School in NY. We will submit an application to the RFP this summer, in hope to make Danbury Prospect Charter School a reality to become a K-12 college preparatory school with the rigorous International Baccalaureate program. Once approved, this school will help to relieve overcrowding, provide more choice for Danbury families and raise the bar for academic performance.

We need a comprehensive, long-term solution for fair education funding based on student-level data and one that takes into account the efficiencies and deficiencies of each district. Please also consider equitable funding for ALL public school types. My two children are receiving an exceptional education at the Western CT Academy for International Studies Elementary Magnet School. A few years ago, my husband and I opened our home to Henry Abbott Technical High School to do work that we would not have otherwise been able to afford. These schools offer amazing opportunities for the entire community. Magnets, charters, state technical high schools, vocational agricultural schools and open choice programs are all public school options serving CT students, many in the most impoverished parts of the state. It would only be fair to include these schools in the conversation of fair, accurate and transparent funding.

Thank you for this opportunity and for putting our children first!

Rachel Chaleski
15 Centennial Drive
Danbury, CT 06811

Testimony of Tracey Kelly, Danbury Prospect Charter School
Connecticut General Assembly Black and Latino Caucus Public Hearing
March 9, 2016

Representative Morris and esteemed members of the Black and Latino Caucus, my name is Tracy Kelley and I am here representing the Danbury Prospect Charter School.

As a former educator and administrative specialist in public charter school selection and evaluation, I strongly believe that choice is a powerful tool in ensuring that all children receive a high quality public education.

Students in Danbury deserve access to the opportunities presented through school choice, and we want to contribute to that movement by opening a new public charter school in Danbury.

Why Danbury? There are a number of reasons.

First and foremost, Danbury parents already want access to choice, but supply is not meeting demand. **There is only one magnet school in the Danbury area: it has 650 children on it's waiting list.**

And Danbury, like many other cities in our state, is an Alliance District with a large achievement gap. Students in the city are not performing well in Mathematics or English compared to the statewide average or their peers in surrounding districts.¹²

Additionally, Danbury currently has significant overcrowding, especially in the middle school grades.

Danbury Prospect seeks to contribute positively to the educational environment in the city providing a new, high quality option that fits local needs. We plan to be a K-12, International Baccalaureate (IB) school with a global focus.

¹ Danbury News-Times. "Danbury-area schools score well on new tests," August 28, 2015. By Linda Conner Lambeck and Alex Wolff. Hyperlink: <http://www.newstimes.com/news/article/Most-Danbury-area-schools-score-higher-on-SBAC-6471387.php>

² Ibid. **Students meeting or exceeding SBAC achievement goals:** Statewide: 55.4% (English), <40% (Math). Danbury: 47.7% (English), 29.8% (Math). Bethel: 68% (English), 41.4% (Math). Redding: 77% (English), 67.7% (Math).

For a diverse community like Danbury, which has residents from all over the world and a 40% ELL student population, an IB school makes sense. It is a proven educational model that focuses on the whole child, and ensures students learn to respect and understand different cultures, races, religions and socio-economic backgrounds. And we already have a similar IB model to replicate in Brooklyn Prospect Charter School, one of the highest performing independent charters in New York City.

We need your support if students in Danbury are ever going to get access to this opportunity. Despite community demand and support for school choice in Danbury and beyond, the state has not issued a Request for Proposals (RFP) for new public charter schools. Without that RFP, we don't even have the opportunity to share our vision, and nor will community voices be able to share their support.

Families in Danbury want a new public school option, and Danbury Prospect is a high-quality, proven model that meets the communities needs both educationally and culturally.

###

Thanks in large part to the efforts of our outreach team, Governor Malloy released a New Charter School RFP. It was an exciting time and we wanted to thank Governor Malloy for his leadership.

6/19/2017

What the RFP Release Means for Danbury! – Tribuna CT

A foundation built to repair



Tribuna

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EDITORIAL, OPINION

What The RFP Release Means For Danbury!

By Tracy Kelley

The New Year brought good news to Connecticut residents working for better educational options in some of our most underserved communities. The state finally released a charter school Request for Proposals (RFP). This means that new school applicant groups can move forward with the goal

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of making their visions for new schools, and more public school choice for Danbury families, a reality.

As a Danbury resident, I am very pleased. I have been working with educators who hope to found the Danbury Prospect Charter School, which is currently seeking state approval to become a thriving K-12 public school option for Danbury families. The release of the RFP brings us one step closer. The parents and advocates who have been working on behalf of Danbury Prospect Charter School over the last 10 months commend Governor Malloy and Commissioner Wentzell for their leadership in releasing the RFP. The Danbury Prospect team plans to submit an application for a new K-12 school.

This step paves the way for more innovative public school options in Danbury, and seats to help relieve overcrowding in our schools.

Modeled after sister school, Brooklyn Prospect Charter School, currently operating four successful schools in Brooklyn, New York, Danbury Prospect would educate students using a curriculum built around the prestigious and academically challenging International Baccalaureate (IB) framework, to engage students in inquiry-based learning, nurture curiosity and grow critical thinking skills. Once approved, the school will not only be Danbury's first public charter, it will also be the first public school in Connecticut modeled around the pillars of the IB program throughout all K-12 grades.

An IB education centers on learners, develops effective approaches to teaching and learning and works with global contexts. In so doing, the program develops multilingual students and fosters intercultural understanding while also encouraging students to consider both local and global perspectives.

With a proposed school-wide enrollment of approximately 1000 students, Danbury Prospect hopes to alleviate school overcrowding while still maintaining a small school feel. In addition, Danbury Prospect will push the academic performance boundaries of students by creating a culture of high expectations for both students and teachers. Currently in Danbury, 3rd through 5th grade students keep pace with their statewide peers in English Language Arts (ELA) and Math, but fall significantly behind in middle school (6th-8th) compared to statewide proficiency levels. With a more rigorous and diverse program, and students for 13 years, we can provide the intellectual, personal and social skills necessary for success in college and the global workforce.

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WCSU
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Well Being
Wellbeing
What You Should Know

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En esta edición, nuestra entrevista: perfil del Sueño Americano es la Claudia Brandão Braz, ... t.co/Qh

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In this issue, our interviewee for American Dream profile is the p Claudia Brandão Braz, a... t.co/B

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Con el fin de protegerse, siempre importante hablar con su médico comenzar una nueva receta o... t.co/qwtYW4cDFg

6/19/2017

What the RFP Release Means for Danbury! – Tribuna CT

Danbury Prospect's vision is to recruit, hire and retain teachers with a diverse set of experiences, including a wide variety of ethnicities, life and teaching experiences and languages spoken. Just imagine the energy, breadth of experience and innovation they would bring to families and students.

The release of this RFP opens the door to a world of possibilities, innovative globally researched-based instructional practices and new free public school opportunities for the Danbury community– we are truly excited by the prospect!

Tracy Kelley is Danbury Prospect Charter School Project Manager.



January 26, 2017

< Hospitals Worry Medicaid, Obamacare

Immigration Enforcement Drives

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<http://tribunainenglish.com/news/opinion/what-the-rfp-release-means-for-danbury/>

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Exhibit 5 – Letters to the Editor

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VENEZUELA: A COUNT
IN AGONY

Charter School in Danbury

JORGE SANCHEZ JUNE 17, 2016

This post is also available in: [Portuguese \(Brazil\)](#), [Spanish](#)

By Irving Fox

As a longstanding parent and elected official in the Danbury community, I know that our school system is doing a great job preparing kids for a successful future. Still, our city is a growing and diverse one and I believe strongly that our educational system can do a better job of adapting to the needs of each student. That's why I believe families in our city need and deserve access to a public charter school.

Whether a student wants to graduate and head straight into the workforce, attend college or join the military, it is our responsibility as a community to ensure they're prepared to walk their chosen path. A charter would offer a new, innovative way to make that happen - and critically, a state charter school will offer additional high-quality seats at a significantly lower cost to the city.

Better schools make Danbury a more desirable place to live, work and be a part of. They also make it more likely for kids to stick around or move back here to build their own lives.

As things stand, we have a high-quality school system that's in need of additional seats. If our community were given the opportunity to propose a charter that fits the needs of our families and students, it would drastically improve our portfolio of educational options. All we need to make that happen is a Request for Proposal from the state. I urge our elected leaders in Hartford to share one soon.

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Tribuna

CONNECTICUT



Clues to Where Molloy's Commissioners Might Cut, If Given the Authority

LETTERS TO THE EDITOR

PUBLICATION: News-Times, The (Danbury, CT)

DATE: September 20, 2016

SECTION: News

EDITION: A

Page: A009

State should allow more **charter** schools

In Danbury, we talk a lot about the wonderful diversity of the students in our public schools. But we don't talk often enough about the diversity of the teaching staff. Recently, the Danbury News-Times reported on the district's work to move the needle on the issue of teacher diversity.

One way to inject diversity into Danbury's teacher pool would be to bring a new **charter school** to Danbury. I am a Danbury resident and a consultant for the Danbury Prospect **Charter School**, a **school** currently seeking state approval, and one I hope will become a thriving K-12 **school** for Danbury families.

Danbury Prospect is modeled after Brooklyn Prospect **Charter School**, a leading public **school** from one of New York City's most racially and socioeconomically diverse **school** districts, which has done a tremendous job recruiting teachers from a wide variety of backgrounds.

The **school's** mission statement is: "Brooklyn Prospect **Charter School** is a K-12 college preparatory community where excellent teachers prepare a diverse student body to have a positive impact on society and a lifelong passion for learning. Diversity in a teaching staff is essential to fulfilling that mission."

Danbury Prospect's vision is to recruit, hire, and retain teachers with a diverse set of experiences, including a wide variety of ethnicities, life and teaching experiences, and languages spoken.

Modeled after Brooklyn Prospect, the idea for the **school** is to educate students within the International Baccalaureate framework. We believe one of the best ways to do that is to bring in teachers who've spent time working or traveling overseas in other countries. Just imagine the energy, breadth of experience, and innovation they would bring to their scholars.

This would be real progress, but unfortunately Danbury Prospect **Charter School** will remain only a concept until the state releases a request for proposals for new **charter** schools. No new charters can open at the moment, keeping innovative programs on hold.

We implore the state to act soon so we can make this **school** a reality for the benefit of Danbury's children.

Tracy Kelley

Exhibit 6 – The Danbury Prospect Charter School Press Release – This press release was sent to numerous media outlets within the Greater Danbury area in Spanish and English. These outlets included local television stations, The NewsTimes, Danbury Voice, Danbury Patch and La Tribuna.



Contact Tracy Kelley
Cell 443-474-1022
Email TKELLEY@PROSPECTSCHOOLS.ORG

FOR IMMEDIATE RELEASE
April 18, 2017

DANBURY POISED TO GET CONNECTICUT'S FIRST K-12 INTERNATIONAL BACCALAUREATE THEMED PUBLIC CHARTER SCHOOL

New Public Charter School Proposed for Danbury

Danbury, CT, April 18, 2017– If all goes according to plan, Danbury will make history as the home of Connecticut's first K-12 International Baccalaureate themed, free public charter school. The proposed Danbury Prospect Charter School is seeking approval from the state to open a charter school modeled after the nationally recognized Brooklyn Prospect Charter School, a high-achieving and non-selective, K-12 International Baccalaureate public school in NYC.

Using the International Baccalaureate framework as a guide, Danbury Prospect will prepare students to become internationally minded people and help them to develop the love of learning that provides the foundation for life long personal and academic success. The goal is that students will strive to be independent and reflective thinkers; knowledgeable communicators; and principled, balanced risk-takers.

Our schools are literally bursting at the seams, as our city cannot keep up with the rate at which the student population is growing. We need more free public school options for our children, specifically through the exceptional offerings of the proposed Danbury Prospect Charter School." Rachel Chaleski, Danbury Parent

Once approved by the state department of education, the proposed school will open in September 2018 with 100 6th graders and grow every year through 12th grade. Kindergarteners will be added soon thereafter and the school will grow until, it reaches an approximate capacity of 1,300 students, Kindergarten through 12th grade.

Over the next several months, members of Danbury Prospect's founding team - parents, community members, advocates, and supporters - will host a series of information sessions in the Farioly Program Room of Danbury Public Library. The sessions will be open to the public and cover topics ranging from charter school basics to the unique and innovative aspects of the Danbury Prospect.

- Monday April 24th (10am-12pm)
- Tuesday May 16th (10am-12pm) and (5pm-7pm)
- Thursday June 1st (10am-12pm)
- Tuesday June 13th (10am-12pm) and (5pm-7pm)

Our Vision: Danbury Prospect Charter School will be a K-12 school, whose students are better prepared for success in higher education and employment in an increasingly pluralistic and global economy. Students will reflect on, celebrate and learn from Danbury's unique diversity as they prepare each other with a robust understanding of, and superior ability to navigate, their increasingly global world.

Our Mission: To build a K-12 college preparatory community where excellent teachers will prepare a diverse student body to have a positive impact on society and a lifelong passion for learning.

Danbury Prospect is committed to:


- Teaching the habits of mind necessary for success in the global community
- Recruiting, training, and retaining excellent teachers
- Reflecting the diversity of Danbury

Our focus will be on strong academic and 21st century skills:


- Core subjects taught with the discipline of the renowned International Baccalaureate
- Critical thinking, communication, collaboration and creativity are woven into all subject areas

###

If you would like more information about this topic, please contact Tracy Kelley at 443-474-1022 or email at TKELLEY@PROSPECTSCHOOLS.ORG.



Más información sobre el nuevo escuela pública propuesto para Danbury
Proximo mes de septiembre 2018!




Learn more about the new public charter school proposed for Danbury
COMING SEPTEMBER 2018!

DANBURY PERSPECTIVA CHARTER SCHOOL

Sesiones de información COMUNIDAD

DANBURY BIBLIOTECA PÚBLICA


(Salón de programas Family)




- Lunes 24 de abril -12pm 10 a.m.
- 16a Martes de mayo de 10 a.m.-12 p.m. y 17:00-19:00
- Jueves 1 de junio de 10 a.m.-12 p.m.
- Martes 13 de junio de 10 a.m.-12 p.m. y 17:00-19:00

Estructura de la escuela
A partir grados 6th (100 estudiantes)
grados de capacidad la escuela: K-12th (aprox. 1300 estudiantes)
- importancia histórica: (en primer lugar cualquier K-12 18 temática pública escuela en CT)
Lugar: por determinar
Admisión: Los residentes de Danbury

Estudiantes prospectivos
Estudiantes: alumnos totalmente integrado
Temas: ciudadanía y la conciencia global; preparación para la universidad
Currículo: Bachillerato Internacional (IB) Marco de K-12
Idiomas: Inglés y español; español y chino mandarin



Learn more about the new public charter school proposed for Danbury
COMING SEPTEMBER 2018!




Learn more about the new public charter school proposed for Danbury
COMING SEPTEMBER 2018!

DANBURY PROSPECT CHARTER SCHOOL

COMMUNITY INFORMATION SESSIONS

(Family Program Room)



DANBURY PUBLIC LIBRARY

(Family Program Room)

- Monday April 24th 10am -12pm
- Tuesday May 16th 10am-12pm and 5pm-7pm
- Thursday June 1st 10am-12pm
- Tuesday June 13th 10am-12pm and 5pm-7pm

School Structure
Starting grades: 6th (100 students)
Capacity grades (at scale): K-12th (approx. 1300 students)
Historical significance: First contiguous K-12 IB themed public school in CT
Location: TBD
Admission: Danbury Residents

Prospective Students
Students: Fully integrated student body
Theme: Global citizenship and awareness; college preparedness
Curriculum: International Baccalaureate (IB) Framework K-12
World Languages Offered: Spanish or Mandarin Chinese

Exhibit 7 – Printed Articles – From the announcement of the press release (Exhibit 6) that was sent to media outlets, two interviews were scheduled and conducted which resulted in the following articles published in La Tribuna (English, Spanish, Portuguese) and The NewsTimes.

La Tribuna – 5/11/2017

6/19/2017

A New Option Is Emerging in Danbury – Tribuna CT

the very foundation of inequities

f t r

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EDITORIAL

A New Option Is Emerging In Danbury

By Emanuela Palmares

A new option for educating our children is emerging in Danbury, and ALL in the community should set aside their pre-conceived notions about school choice and take a deeper look at Danbury Prospect.

Danbury Prospect is in its development phase. It is currently in the process of submitting a new charter school application to the Connecticut State Department of Education, to open a charter

<http://tribunainenglish.com/news/opinion/editorial/a-new-option-is-emerging-in-danbury/>

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Has City Centric

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6/19/2017

Charter school group eyes city - The News-Times, 2017-06-04

DANBURY

Charter school group eyes city

Officials divided on proposal

By Rob Ryser



DANBURY — The national debate over funding schools of choice has found a battleground in Danbury — the largest city in Connecticut without a charter school.

A New York-based organization that has been laying groundwork for two years to open a state-funded charter school in Danbury plans to file a formal request with the state Department of Education in July, when the application period opens.

Brooklyn Prospect Charter School wants to open a charter school in Danbury in fall 2018.

"This is a debate that is raging across the country, but we are totally optimistic because we have to invest in our future," said Tracy Kelley, Danbury project manager for the school. "We have seen charter schools in Hartford and Bridgeport outperform their public school peers by double digits, and Danbury deserves the same option."

The proposal is fueling debate similar to the dueling on the national stage between supporters who say school choice complements public districts by

providing competition, and critics who say school choice undercuts public education's resources.

Danbury schools Superintendent Sal Pascarella calls himself a supporter of school choice but is a critic of the Danbury Prospect Charter School proposal.

"It is not only about the money — if higher-achieving urban families leave for the charter school, the loss of highly motivated students could drain the public school system," Pascarella said. "You'll have fewer student role models and fewer families playing supportive roles in the public schools."

The city's longtime GOP Mayor Mark Boughton, a front-running candidate for governor in 2018, said an approved and funded charter school in Danbury would alleviate the city's enrollment problem and give more students an opportunity to excel without cutting aid to the city school system.

"State aid for charter schools is a completely separate pool of money from state aid for public schools," Boughton said. "The two are mutually exclusive — you can have both."

The state's budget deficit — estimated to be least \$2.3 billion in 2018, is more of a complication than a deal-breaker for the charter school, proponents said.

"There are certain budget realities that we are not naïve about, but there are lots of challenges we face," said Daniel Rubenstein, executive director of Brooklyn Prospect Charter School, which opened with one school in Brooklyn in 2009 and now has a four-school system with 1,000 students.

"The reality is also that Danbury has a growing population of students," Rubenstein said. "While it is a difficult time for Connecticut and the budget situation will make our job more challenging, Danbury Prospect is needed now more than ever."

Schools of choice were in the news last month when Trump acted on a campaign promise to fund a \$20 billion school-choice program by asking

Congress for help to extend such programs. Nationwide, 6,900 charter schools serve about 3 million students.

In Connecticut, 24 charter schools serve 9,300 students, or less than 2 percent of the state's public school population. Among those charter schools, eight are in Bridgeport, three are Stamford, and one is in Norwalk.

Danbury parent Rachel Chaleski is among the volunteers who have been working with Brooklyn Prospect to advocate for a charter school in Danbury.

"I like the idea of a brand-new school board and flexibility with the curriculum and fresh minds," said Chaleski, who has two elementary school-aged children. "We are the fastest-growing city in the state, and while other cities have multiple charter schools, we don't have one."

Debating choice

While headlines about Hartford's escalating budget crisis might suggest now is not the time to launch a charter school, the state made the request in December for new charter school applications.

The goal, according to Education Commissioner Dianna Wentzell, is to empower families by giving students more "high-quality options," especially "in communities that serve the highest-need families."

In Danbury, which has led Connecticut in growth for the last two years and has become one of the most diverse cities in the country, student enrollment is growing by as much as 2.5 percent a year. At the same time, the city's state education aid has not reflected the extra costs of schooling students who are poor and speak English as a second language.

The swelling student enrollment and the limited resources make Danbury the ideal location for a new charter school, proponents say.

"There is an extraordinary need for a new middle school in Danbury," Rubenstein said. "We wanted to do something we thought would add to the existing public school system and wouldn't take away from it."

The plan is not to open the kindergarten-through-high school system all in one year, but to start with a 100-student class of sixth-graders, and expand the school by one grade each year, Rubenstein said.

If the charter school is approved by the state Board of Education and funded by the state Legislature, it would be the first school in the state to teach a curriculum known as the International Baccalaureate — an academic program that utilizes writing, in-depth reading, and critical thinking to help students see the global implications of their world, he said.

Pascarella said parts of that curriculum are incorporated at one of the city's two magnet schools — the Western Connecticut Academy for International Studies. He said the charter school concept was fine as long as it didn't handcuff the 11,000 students in the city's public school system.

"I don't begrudge them if they are using tax dollars, but if tax dollars for public schools are being diverted to them, then I do have a problem with that," Pascarella said.

Democratic state Rep. David Arconti agreed.

"I know people say that these are two different pools of money, but if state money is going to charter schools, less money is going to public schools," Arconti said. "Generally I have not been a big fan of these types of charter schools."

It was not immediately known on Friday how many charter schools might apply to the state, and it was too soon to say whether the Legislature would fund any applications that are approved.

"We haven't even talked about education funding yet," Arconti said.

The last time the state requested applications for charter schools in 2013, four of the eight applications were approved and funded.

Republican state Rep. Michael Ferguson said he was a strong proponent of the Danbury charter school proposal and said the charter school was more likely to

complement public schools than subtract from them.

"Brooklyn Prospect does have a very good track record," said Ferguson, a member of Danbury's Board of Education. "I have been impressed with the organization and the individuals I have met."

Boughton said the charter school proposal amounts to another tool the growing city could use.

"The state is going to do this whether we are in on it or not," Boughton said. "We should be participating." rryser@newstimes.com; 203-731-3342

"Brooklyn Prospect does have a very good track record. I have been impressed with the organization and the individuals I have met."

State Rep. Michael Ferguson, R-Danbury "... if state money is going to charter schools, less money is going to public schools."

State Rep. David Arconti, D-Danbury

Exhibit 8 – Through social media, Danbury Prospect has cultivated a community of actively engaged and committed parents who have not only caught hold of the vision, but dedicated their time, effort, and social capital to making it a reality. The Danbury Prospect “Ambassador Squad” spontaneously came together to ensure parents across the 12 elementary schools in Danbury had a touch-point for information about the proposed school. Ambassadors stay in share strategies and stay connected via a Facebook group page they created.



Sign-in Sheet
Danbury Prospect Charter School
Information Session Sunday July 23, 2017 4pm

| NAME | PHONE/COMMUNITY ID | SCHOOL BUS CHILDREN YES | EMAIL ADDRESS |
|-------------------------|--------------------|-------------------------|-----------------------------------|
| 1. Aprilis Perez - mom | | 5/8 | aprilis@prospectschools.org |
| 2. Tricia Robinson | parent | 5/8 | indy@prospectschools.org |
| 3. Latesha Burton | parent | 5/8 | lata@prospectschools.org |
| 4. Malisha Harwood | parent | 5/8 | malisha@prospectschools.org |
| 5. Wendy Aponte | Community Member | 10/9 | aponte@prospectschools.org |
| 6. Rose Alonso | member | 10/9 | alonsorose13@gmail.com |
| 7. Ben Hill | parent | 10/9 | benhill@prospectschools.org |
| 8. Michael G. G. G. G. | parent | 10/9 | mgg@prospectschools.org |
| 9. N. B. M. J. A. N. J. | parent | 10/9 | n.b.m.j.a.n.j@prospectschools.org |



Exhibit 9 – Evidence of Support (On-line Petition and Mailing List) - Through our on-line petition, advocating for approval via change.org, we accumulated over 95 signatures and many supportive comments. Over the past 20 months we have amassed a mailing list with the names of over 306 friends, advocates, parents, students, and teachers. We have been encouraged by the many messages and well wishes from around the the state and around the country.

Change.org Petition and Comments

| Danbury Prospect Charter School Change.org Signatures | | | | | |
|---|--|---------------|-------------|-----------|---------------|
| | Name | City | State | Postal Co | Country |
| | Danbury Prospect Charter School danburyprospectcharterschool | | | | |
| 1 | Irving Fox | Danbury | Connecticut | 6811 | United States |
| 2 | Tricia Robinson | Danbury | Connecticut | 6811 | United States |
| 3 | Rachel Chaleski | Danbury | Connecticut | 6811 | United States |
| 4 | Maura Juan | Danbury | Connecticut | 6810 | United States |
| 5 | Tony Teixeira | Danbury | Connecticut | 6811 | United States |
| 6 | Tim Vickers | Danbury | Connecticut | 6810 | United States |
| 7 | Emanuela Palmares | Danbury | Connecticut | 6810 | United States |
| 8 | Carl Chaleski | Danbury | Connecticut | 6811 | United States |
| 9 | T Edwards | Danbury | Connecticut | 6810 | United States |
| 10 | Orlando Edwards | Danbury | Connecticut | 6810 | United States |
| 11 | Irene Aspras | Danbury | Connecticut | 6811 | United States |
| 12 | Faye Walton | Danbury | Connecticut | 6811 | United States |
| 13 | june renzulli | Milford | Connecticut | 6460 | United States |
| 14 | beth hill | Danbury | Connecticut | 6811 | United States |
| 15 | Jessica LaSane | Danbury | Connecticut | 6810 | United States |
| 16 | Lori Verzillo | Quaker Hill | Connecticut | 6375 | United States |
| 17 | Sam Brill | New York | New York | 10023 | United States |
| 18 | Elizabeth Jackson | Waterbury | Connecticut | 6704 | United States |
| 19 | Bephine Mboya | Danbury | Connecticut | 6810 | United States |
| 20 | Quinn Sayles | Mystic | Connecticut | 6355 | United States |
| 21 | Tumani Edwards | Danbury | Connecticut | 6810 | United States |
| 22 | Cathy Camelliti | Danbury | Connecticut | 6810 | United States |
| 23 | Melissa Fox | Danbury | Connecticut | 6811 | United States |
| 24 | Dawn Hood-Lopes | Danbury | Connecticut | 6810 | United States |
| 25 | Emiret Gonzalez | Danbury | Connecticut | 6810 | United States |
| 26 | Carolyn Cummings | Danbury | Connecticut | 6811 | United States |
| 27 | Kim Goodwin | New Fairfield | Connecticut | 6812 | United States |
| 28 | Tara Hackenberg | Danbury | Connecticut | 6810 | United States |
| 29 | Keith Goodwin | Danbury | Connecticut | 6811 | United States |
| 30 | Barbara Lucas | Danbury | Connecticut | 6810 | United States |
| 31 | Carrie Sirois | Bethel | Connecticut | Bethel | United States |
| 32 | Teralyn Siller | Arlington | Texas | 76018 | United States |
| 33 | Lori Vickers | Danbury | Connecticut | 6810 | United States |
| 34 | Nadya Morales-Cummins | Danbury | Connecticut | 6811 | United States |
| 35 | Bertha Ewell | Danbury | Connecticut | 6810 | United States |
| 36 | Aphia Brown | Danbury | Connecticut | 6810 | United States |
| 37 | Nancy HALL-HUCEY | Danbury | Connecticut | 6811 | United States |
| 38 | Doris Watkins | Atlanta | Georgia | 30311 | United States |
| 39 | Annapurna Parimi | Danbury | Connecticut | 6810 | United States |
| 40 | Veena Nagaraja | Bethel | Connecticut | 6801 | United States |
| 41 | Venkata Vadlamani | Danbury | Connecticut | 06810 | United States |
| 42 | Pretty S | Danbury | Connecticut | 6810 | United States |
| 43 | Vijay K | Danbury | Connecticut | 6811 | United States |
| 44 | Ana Hernandez | Danbury | Connecticut | 6810 | United States |

| | | | | | |
|----|----------------------|------------|-------------|-------|---------------|
| 45 | Sarada Chillara | Danbury | Connecticut | 6810 | United States |
| 46 | Suneetha Malkani | Bethel | Connecticut | 6801 | United States |
| 47 | ravi lolla | Danbury | Connecticut | 6810 | United States |
| 48 | Sridhar Addepalli | Danbury | Connecticut | 6810 | United States |
| 49 | Sunitha Alla | Danbury | Connecticut | 6811 | United States |
| 50 | Madhav Kadimi | Danbury | Connecticut | 6810 | United States |
| 51 | Srinivas Nanduri | Danbury | Connecticut | 6810 | United States |
| 52 | Srivardhan Josyula | Danbury | Connecticut | 6811 | United States |
| 53 | Amit Kothari | Danbury | Connecticut | 6810 | United States |
| 54 | Priyantha Baddam | Danbury | Connecticut | 6810 | United States |
| 55 | Neeraja Eswara | Danbury | Connecticut | 6810 | United States |
| 56 | Laurie Amatulli | Danbury | Connecticut | 6810 | United States |
| 57 | Adhiti Uberoy | Danbury | Connecticut | 6810 | United States |
| 58 | Kalyani Vadlamani | Danbury | Connecticut | 6810 | United States |
| 59 | AE SF | Bethel | Connecticut | 6801 | United States |
| 60 | Wendy Aponte | Bethel | Connecticut | 6801 | United States |
| 61 | Sonia Holmes | Danbury | Connecticut | 6810 | United States |
| 62 | Jack Knapp | Danbury | Connecticut | 6811 | United States |
| 63 | Lisa Knapp | Danbury | Connecticut | 6811 | United States |
| 64 | Ronald Switzer | Danbury | Connecticut | 6811 | United States |
| 65 | Ranga Rao | Danbury | Connecticut | 6811 | United States |
| 66 | Kate Diaz | Danbury | Connecticut | 6810 | United States |
| 67 | Barbara Smith | Danbury | Connecticut | 6810 | United States |
| 68 | Melissa Arizzi | Danbury | Connecticut | 6811 | United States |
| 69 | Latoya Hopkins | Danbury | Connecticut | 6811 | United States |
| 70 | Leigha Bernard | Danbury | Connecticut | 6810 | United States |
| 71 | Teresa Chaber | Danbury | Connecticut | 6811 | United States |
| 72 | Therese Tierney | Danbury | Connecticut | 6811 | United States |
| 73 | Danielle Rella | Danbury | Connecticut | 6810 | United States |
| 74 | Chris Tierney | Danbury | Connecticut | 6811 | United States |
| 75 | carole hagen | Hillsboro | Oregon | 97124 | United States |
| 76 | Sarah Goldie | Danbury | Connecticut | 6811 | United States |
| 77 | Rachelle O'Marra | Danbury | Connecticut | 6811 | United States |
| 78 | Colleen Bates | Danbury | Connecticut | 6811 | United States |
| 79 | Christopher Goldie | Danbury | Connecticut | 6811 | United States |
| 80 | Jayne Radice | Danbury | Connecticut | 6811 | United States |
| 81 | Jennifer Ortega | Danbury | Connecticut | 6811 | United States |
| 82 | Michelle Baptiste | Danbury | Connecticut | 6811 | United States |
| 83 | Laurie Bogard | Danbury | Connecticut | 6811 | United States |
| 84 | Laura Windebank | Danbury | Connecticut | 6811 | United States |
| 85 | Kelly Lareau | Danbury | Connecticut | 6810 | United States |
| 86 | Carmela Rella | Danbury | Connecticut | 6810 | United States |
| 87 | Sandeep Joy | Danbury | Connecticut | 6810 | United States |
| 88 | Asha Joy | Ossining | New York | 10562 | United States |
| 89 | Katherine Tucker | Danbury | Connecticut | 6810 | United States |
| 90 | Gabriela Muzzio-mart | Danbury | Connecticut | 6810 | United States |
| 91 | Carol Karvosky | Brookfield | Connecticut | 6804 | United States |

| | | | | | |
|----|------------------|------------|-----------|------|---------------|
| 92 | Tracey Ruscil | New Milfo | Connectic | 6776 | United States |
| 93 | Amy Doucet | Ridgefield | Connectic | 6877 | United States |
| 94 | Chris Bell | Danbury | Connectic | 6811 | United States |
| 95 | Julianne Gemmell | Brookfield | Connectic | 6804 | United States |

Signatures

| Name | Location | Date | Comment |
|------------------------|-------------|------------|---|
| Tricia Robinson | Danbury, CT | 2017-02-19 | I believe Danbury needs more public school choices that offer a higher level of education. |
| Rachel Chaleski | Danbury, CT | 2017-02-19 | Danbury is one of the lowest performing school districts in the state, while one of the most underfunded. Our schools are literally bursting at the seams, as our city cannot keep up with the rate at which the student population is growing. Within CT, we boast the largest high school and we are the only large city without a charter school. We need more free public school choice for our children, specifically through the exceptional offerings of the proposed Danbury Prospect Charter School. |
| Maura Juan | Danbury, CT | 2017-02-20 | Options are good! Let's help ease overcrowding in Danbury schools and encourage creative new teaching techniques to best prepare our students for the world. |
| tony teixeira | danbury, CT | 2017-02-20 | Students in the system |
| Tim Vickers | Danbury, CT | 2017-02-20 | More educational resources and opportunities would only benefit our community. |
| Emanuela Palmares | Danbury, CT | 2017-02-20 | I am signing because danbury deserves more options for it's children! Danbury deserves an option and I will celebrate our communities diapers today and give them access to a world class curriculum curriculum danbury deserves an option and I will celebrate our community's diversity and give students access to a world class curriculum. |
| Irene Aspras | Danbury, CT | 2017-02-22 | School choice should be the right of every student in Danbury. The wait lists at our magnet schools clearly show that families want choices. Add to that the current overcrowding and Danbury's continued population growth as other districts shrink, and there is no doubt that a new school can only be a win-win for all. |
| june renzulli | Milford, CT | 2017-02-22 | Danbury children need choice for a quality education, Danbury Prospect Charter provides a unique choice with its IB curriculum. |
| beth hill | Danbury, CT | 2017-02-22 | i care about our kids futures... |
| Dawn Hood-Lopes | Danbury, CT | 2017-02-23 | Give us more option |
| Nadya Morales-Cummings | Danbury, CT | 2017-03-09 | I'm signing this because I believe in the mission statement. I'm signing this petition because I believe this institution will enrich our community and provide a nurturing environment for our children. |
| Doris Watkins | Atlanta, GA | 2017-03-30 | I'm signing because I want school systems throughout America designed with diverse, numerous ways to achieve highest levels of education possible. |
| Ana Hernandez | Danbury, CT | 2017-03-30 | We need a high quality school in Danbury |

| Name | Location | Date | Comment |
|-----------------|----------------|------------|---|
| Neeraja Eswara | Danbury, CT | 2017-03-31 | We need a one more middle school in Danbury. |
| Adhiti Uberoy | Danbury, CT | 2017-03-31 | Being a resident of danbury it will be good for our kids future |
| Sonia Holmes | Danbury, CT | 2017-04-02 | I hope Danbury gets a charter school because we need another High School option. |
| Jack Knapp | Danbury, CT | 2017-04-02 | With the great successes of charter schools seen throughout the country it's short cited to think that Danbury should bout have 'this offering for our parents and children. Everyone associated with our school system sees gross overcrowding. This is an extremely common sense approach and can't happen fast enough. |
| Barbara Smith | Danbury, CT | 2017-04-23 | I think smaller classrooms are beneficial. I understand to keep it fair to all it has to be a lottery. But children with good grades should have a chance to Excell as well. |
| Leigha Bernard | Danbury, CT | 2017-04-24 | I believe we need this kind if school in our area |
| Colleen Bates | Danbury, CT | 2017-05-10 | No comment really needed. Danbury needs more options for a middle school and high school! I grew up here and now my girls go to school here as well as many other families. It's become more populated more then ever and we definitely need more schools to lesson the capacity of classrooms so the children can focus on learning. |
| Jennifer Ortega | Danbury, CT | 2017-05-14 | My son is currently in 4th grade and would truly benefit from a school as such. |
| Carol Karvosky | Brookfield, CT | 2017-06-19 | Carol Karvosky |
| Chris Bell | Danbury, CT | 2017-06-20 | I'd like the option of a charter school for my children. |
| Benita Clarke | Danbury, CT | 2017-06-21 | Danbury should have a Charter School option it will enhance the city in more ways than one. |
| Dicel Ith | Danbury, CT | 2017-06-22 | It is important and needed in this community |

| Mailchimp Mailing List as of 6/21/2017 | | | |
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| 306 | grifgriffin7@gmail.com | Grif Griffin | NY |

Exhibit 10 – Evidence of Community Support (Organizations/Groups Letter of Support) We are grateful for the many organizations and stakeholder groups that have expressed their support for the proposed school.



CITY OF DANBURY
OFFICE OF THE MAYOR
DANBURY, CONNECTICUT 06810
www.danbury-ct.gov

MARK D. BOUGHTON
MAYOR

(203) 797-4511
FAX (203) 796-1666
m.boughton@danbury-ct.gov

July 12, 2017

Dr. Dianna Wentzell
Commissioner of Education
Connecticut State Department of Education
165 Capital Ave
Hartford, CT 06143-2219

Dear Commissioner Wentzell:

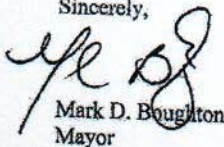
I am writing to offer my full support of the charter application from Danbury Prospect Charter School. As long-time Mayor of Danbury, a city with a rapidly growing student population and wait lists at our magnets, I know we need more schools to serve our children. I believe Danbury Prospect Charter School can help meet this need.

I first met with the leadership of Prospect Schools more than two years ago. I was impressed then by their school model; it is academically strong and cultivates in its students a global awareness, through elements such as the International Baccalaureate framework and language courses. I have continued to be impressed with the Prospect team, as they have invested in the Danbury community to build a strong foundation for this school.

As tangible evidence of Danbury's support for Danbury Prospect, I have committed to providing a facility for the school. We are currently exploring options for the school's location.

I believe it is important for the City of Danbury to support all of Danbury's students in accessing an excellent education. As a former high school teacher myself, I know the power of great schools. I am pleased to be able to offer my support to Danbury Prospect Charter School, as one important school option for Danbury families.

Sincerely,


Mark D. Boughton
Mayor



State of Connecticut
GENERAL ASSEMBLY
STATE CAPITOL
HARTFORD, CONNECTICUT 06106-1591

May 25, 2017

Dr. Dianna Wentzell
Commissioner of Education
Connecticut State Department of Education
165 Capital Ave
Hartford, CT 061435-2219

Dear Commissioner Wentzell,

We are writing to express our support for the establishment of the Danbury Prospect Public Charter School ("Danbury Prospect"). As members of the Connecticut General Assembly representing the 2nd, 107th, 108th, and 138th general assembly districts, we have consistently advocated on behalf of families to ensure there are public school options to meet the unique needs of our children. There is a need for additional middle school options in Danbury, where Danbury Prospect intends to open. We have met with members of the Founding Team and support groups, and both have demonstrated a commitment to working with the community to ensure that the school reflects the diversity and wealth of resources in the area.

As our State grapples with various education challenges, we acknowledge that school choice and charter schools are an important aspect of our public education system. Schools like Danbury Prospect offer families opportunities to choose the type of education that works best for their children. We support the expansion of school choice in the area but want to ensure new schools are not opened at the detriment of existing schools currently underfunded by the state. Proper funding of existing schools is still our utmost priority.

If you have any questions, please do not hesitate to contact us at your earliest convenience. Thank you for this opportunity and your consideration towards this matter.

Sincerely,

Representative Ferguson
138th District

Representative Smith
108th District

Representative Harding
107th District

Representative Duff
2nd District



State of Connecticut

**HOUSE OF REPRESENTATIVES
STATE CAPITOL**

REPRESENTATIVE WILLIAM I. DUFF
SECOND ASSEMBLY DISTRICT

LEGISLATIVE OFFICE BUILDING ROOM 4200
300 CAPITOL AVE
HARTFORD, CT 06106-1591

TOLL FREE: (800) 842-1423
CAPITOL: (860) 240-8700
William.Duff@housegop.ct.gov

MEMBER
BANKING COMMITTEE
ENERGY AND TECHNOLOGY COMMITTEE
HIGHER EDUCATION AND EMPLOYMENT
ADVANCEMENT COMMITTEE

May 9, 2017

Dr. Dianna Wentzell
Commissioner of Education
Connecticut State Department of Education
165 Capital Ave
Hartford, CT 06143-2219

Dear Commissioner Wentzell:

I write to express my support of the Danbury Prospect Charter School (Danbury Prospect) proposal to establish an independent public charter school that will be located in Danbury serving children of the 2nd Assembly District that I represent.

If approved, the proposed school would start with 6th grade and at capacity it would serve children in grades K-12. The core of the educational program will be built around the International Baccalaureate (IB) framework and would be the first public school of its kind in Connecticut. The rigorous academics, exceptional teachers, and global citizenry theme would greatly benefit Danbury students and infuse the community with additional innovative researched-based instructional strategies.

This much-needed program will provide alternative educational solutions and offer students an educational foundation that will foster critical thinking and a love for learning.

I am pleased to support their request and urge the Connecticut State Education Department to give full and fair consideration to the Danbury Prospect application to open a charter school that would provide high quality educational options for parents and students in the Danbury.

Thank you in advance for your attention to this important matter.

Sincerely,

William Duff
State Representative, 2nd District



Housing Authority of the City of Danbury

2 Mill Ridge
Road Danbury,
CT 06811
203-744-2500 Telephone
203-7971864, Fax

DOMENICO CHIEFFALO, CHAIRMAN
RAYMOND YAMIN, VICE CHAIRMAN
STANLEY WATKINS, TREASURER
ROSE MORRISON, RESIDENT COMMISSIONER
PAUL ESTEFAN, COMMISSIONER

MARY C. SISTRUNK, EXECUTIVE DIRECTOR

July 11, 2017

Dr. Dianna Wentzell
Commissioner of Education
Connecticut State Department of Education
165 Capital Ave
Hartford, CT 061435-2219

Dear Commissioner Wentzell:

As the Executive Director of the Housing Authority of the City of Danbury, I write to express my support of the Danbury Prospect Charter School (Danbury Prospect) proposal to establish an independent public charter school located in Danbury.

If approved, the proposed school would start with 6th grade (due to district overcrowding at that level) and at capacity it would serve children in grades K-12. The core of the educational program will be built around the International Baccalaureate (IB) framework and would be the first public school of its kind in Connecticut. The rigorous academics, exceptional teachers, and global citizenry theme would greatly benefit Danbury students and infuse the District with even more innovative researched-based instructional strategies.

This much-needed program will provide alternative educational solutions and offer students an educational foundation fostering critical thinking and a love for learning. I believe Prospect will help in raising the academic achievement of more students in our area and bring a much-needed prestigious K-12 educational institution to the state.

I am pleased to support their request and urge the Connecticut State Education Department to give full and fair consideration to the Danbury Prospect application to open a charter school that would provide high quality educational options for parents and students in the Danbury.

Thank you in advance for your attention to this important matter.

Respectfully

Mary C. Sistrunk
Mary C. Sistrunk

SI USTED NO COMPRENDE ESTA CARTA POR FAVOR LLAME A LA OFICINA. GRACIAS.





June 5, 2017

Dr. Dianna Wentzell
Commissioner of Education
Connecticut State Department of Education
165 Capital Ave
Hartford, CT 061435-2219

Dear Commissioner Wentzell:

As Chairman of the Jericho Partnership of Danbury, CT, I would like to express my support for the Danbury Prospect Charter School proposal to establish a public school charter to be located in Danbury.


The proposed school would initially target the district overcrowding at the 6-8th grade level and ultimately serve the K-12 school population. The core of the educational program will be designed around the International Baccalaureate (IB) framework and would be a first for Connecticut. Danbury students would benefit significantly from such a rigorous program.

We believe educational choice is important for Connecticut parents and, when combined with concern over school overcrowding, demands an alternative plan for Danbury. We believe Prospect is such a plan.

I am pleased to support the Danbury Prospect proposal and urge the Connecticut State Education Department to give full and fair consideration to the Danbury Prospect application to open a charter school that would provide high quality education options in Danbury.

Thank you for your attention to this important matter.

Regards,


William G. Beattie
Chairman
Jericho Partnership



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www.jerichopartnership.org



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Phone: (203) 748-5461 Fax: (203) 794-0616
Website Address: www.newhopedanbury.org

Reverend Leroy Parker, Senior Pastor

June 7, 2017

Dr. Dianna Wentzell
Commissioner of Education
Connecticut State Department of Education
165 Capital Avenue
Hartford, CT 06143-2219

Dear Commissioner,

We write in support of the proposed charter school, Danbury Prospect Charter School, now being considered by the Connecticut State Department of Education.

New Hope Baptist Church has served the Danbury community for over one hundred and twenty two years and we are confident that the Danbury Prospect team, working in partnership with its sister school Brooklyn Prospect Charter School, will offer another option for high quality public education in Danbury in the same way that they do in Brooklyn, New York.

The school is proposed to serve Danbury students, starting with 6th grade and adding a grade every year until it reaches capacity at 1300 students K-12. There are many reasons for opening a charter school in Danbury, the main reason being we believe the performance of this district will be elevated by the efforts of the founding members.

One of the missions of Danbury Prospect is to graduate students who are prepared for college in a global fast-paced ever-changing world. As a former educator, I know that students who are internationally-minded will help to create a more peaceful world. Students who are caring, knowledgeable, critical thinkers and reflective open-minded communicators are in high demand, today.

We believe Danbury Prospect Charter School will give our youth another much needed avenue of success. As a strong believer in closing the education gap in the community I represent, I lend my support to the application of the Danbury Prospect Charter School.

Sincerely,

Rev. Leroy Parker

Deacon Chair
Edward Torian

Special Assistant to Pastor
Reverend Minnie Bland

Trustee Chair
Delores Rochester

Treasurer
Clara Perkins