

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.

Edmund Cofield Preparatory Academy for Young Men

Proposed Charter School Name

New Haven

School Location (city, town)

August 2024

Proposed Opening (month, year)

Contact Person: Rev. Dr. Boise Kimber

Organization: N/A

Mailing Address: 47 Stevenson Road

City: New Haven

State: CT

Zip Code: 06515

Telephone: 203-624-1426

Cellular Phone: 203-996-8347

Email: drbkimber@gmail.com

Returning Applicant: No

TYPE OF SCHOOL	
Local charter school	
State charter school	X

FACILITY: NO - We currently do not have access to a facility suitable for a school

PROJECTED STUDENT ENROLLMENT															
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Year 1							75								75
Year 2							75	175							175
Year 3							75	100	100						275
Year 4							75	100	100	100					375
Year 5							75	100	100	100					375


Rev. Boise Kimber, Founder

November 29, 2022

Edmund Cofield Preparatory Academy for Young Men

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CHARTER SCHOOL WAIVER REQUEST

Description of Waivers Permitted or Not Permitted:

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

Name of Applicant: Edmund Cofield Preparatory Academy for Young Men

Address: TBD

City and Zip Code: New Haven, CT

Phone and Fax: Contact Rev. Dr. Boise Kimber 203-996-8347

- 1. Section of the general statutes or regulations you seek to have waived:** Edmund Cofield Preparatory Academy for Young Men is requesting a waiver under CGS 10-66bb(c)(1)(A)(i) in reference to the enrollment restrictions therein that state no state charter school shall enroll more than 250 students
- 2. Describe why you feel that this waiver is necessary to achieve your mission:** EC Prep is requesting a charter for the purpose of serving New Haven's young men in an environment that is of high interest and relevance to them. We will begin enrollment in the 5th grade to capture their interest before chronic absenteeism takes root and overall apathy for school. With the additional lower 5th grade, we will go over the threshold of 250. Not have the waiver will prevent EC Prep from being able to fully realize our mission and vision.
- 3. Describe the desired outcome/rationale (how you expect this waiver to assist in achieving educational learning objectives described in your plan):** To provide the needed resources for our model, such as our college and career focused action labs, EC Prep's enrollment structure would allow us to maximize the positive features of the school environment in furtherance of high quality educational experiences and exposure.
- 4. Date of Application:** December 1, 2022

PREFERENCES

The SBE will give preference to certain factors when considering applications for charter schools. These factors are as follows: (1) establishing a school whose primary purpose is the establishment of programs designed to the student populations as set forth in C.G.S. § 10-66bb(c)(3)(A)(i) through (vi); (2) the primary purpose is to improve the academic performance of an existing school that has consistently demonstrated substandard academic performance, as determined by the Commissioner; (3) serving students who reside in a priority school district pursuant to C.G.S. § 10-266p; (4) serving students who reside in a district in which seventy-five percent or more of the enrolled students are members of racial or ethnic minorities; (5) demonstrating highly credible and specific strategies to attract, enroll and retain students from among the populations set forth in C.G.S. § 10-66bb(c)(3)(A)(i) through (vi); or (6) in the case of an applicant for a state charter school, such state charter school will be located at a work-site or the applicant is an institution of higher education. To be considered for one or more of the preferences, please complete the sections below as appropriate.

In determining whether to grant an initial certificate for approval, the SBE shall consider (i) the effect of the proposed charter school on (I) the reduction of racial, ethnic and economic isolation in the region in which it is to be located, (II) the regional distribution of charter schools in the state, (III) the potential of over concentration of charter schools within a school district or in contiguous school districts, and (IV) the state's efforts to close achievement gaps, as defined in C.G.S. § 10-1600, and (ii) the comments made at a public hearing conducted as part of the charter application process.

1. Serving High-Need Student Populations

Pursuant to C.G.S. § 10-66bb(c)(3)(A), EC Prep intends to be a charter school whose primary purpose is the establishment of an education program designed to serve students with a history of low academic performance; students who receive free or reduced-price lunch, pursuant to federal law and regulations; students with a history of behavioral and social difficulties; students identified as requiring special education; students who are English language learners; as well as students of a single gender. In an all-boys model.

EC Prep has written extensively throughout this application about how each of the above listed demographic of students will be served in our Action-oriented, hands-on, thematic approach to knowledge acquisition. In addition to academic components, EC Prep welcomes diversity and sees it as a tool to further all student learning from multiple perspectives. Our outreach to the community has already begun and our founding team is excited to. Accommodations are considered to ensure all families have access to digestible information, which includes proving mailings and enrollment applications in languages other than English.

2. Improving the Academic Performance of an Existing School with Substandard Performance - **Not Applicable**

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

Pursuant to C.G.S. § 10-66bb(c)(3)(C) and (D), EC Prep will open in the designated Alliance District of New Haven.

4. Being a Higher Education Institution - **Not Applicable**

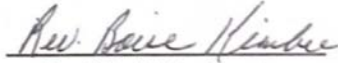
5. Locating at a Work Site - **Not Applicable**

CONNECTICUT STATE DEPARTMENT OF EDUCATION

STANDARD STATEMENT OF ASSURANCES GRANT PROGRAMS

Application Package for the Development of State and Local Charter Schools

THE APPLICANT:


Rev. Boise Kimber, Founder

HEREBY ASSURES THAT: Edmund Cofield Preparatory Academy for Young Men

- 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;
- Grant funds shall not be used to supplant funds normally budgeted by the agency;
 - 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;
- J. The applicant will protect and save harmless the State Board of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant;
- K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the applicant shall return to the Connecticut State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit;

L. REQUIRED LANGUAGE (NON-DISCRIMINATION)

References in this section to “contract” shall mean this grant agreement and to “contractor” shall mean the Grantee.

a. For purposes of this Section, the following terms are defined as follows:

1. “Commission” means the Commission on Human Rights and Opportunities;
2. “Contract” and “contract” include any extension or modification of the Charter;
3. “Contractor” and “contractor” include any successors or assigns of the Charter Board; 4. “Gender identity or expression” means a person’s gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person’s physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person’s core identity or not being asserted for an improper purpose.
5. “good faith” means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
6. “good faith efforts” shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements;
7. “marital status” means being single, married as recognized by the State of Connecticut, widowed, separated or divorced;
8. “mental disability” means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association’s “Diagnostic and Statistical Manual of Mental Disorders”, or a record of or regarding a person as having one or more such disorders;
9. “minority business enterprise” means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise, and (3) who are members of a minority, as such term is defined in subsection (a) of C.G.S. § 32-9n; and
10. “public works contract” means any agreement between any individual, firm or corporation and the State or any political subdivision of the State other than a municipality for construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, or which is financed in whole or in part by the State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.

For purposes of this Section, the terms “Contract” and “contract” do not include a contract where each contractor is (1) a political subdivision of the state, including, but not limited to, a municipality, unless the contract is a municipal public works contract or quasi-public agency project contract, (2) any other state, including but not limited to any federally recognized Indian tribal governments, as defined in C.G.S. § 1-267, (3) the federal government, (4) a foreign government, or (5) an agency of a subdivision, state or government described in the immediately preceding enumerated items (1), (2), (3), or (4).

- The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, status as a veteran, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by such Contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the State of Connecticut; and the Contractor further agrees to take affirmative action to ensure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, status as a veteran, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (2) the Contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, to state that it is an “affirmative action-equal opportunity employer” in accordance with regulations adopted by the Commission; (3) the Contractor agrees to provide each labor union or representative of workers with which the Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which the Contractor has a contract or understanding, a notice to be provided by the Commission, advising the labor union or workers’ representative of the Contractor’s commitments under this section and to post copies of the notice in conspicuous places available to employees and applicants for employment; (4) the Contractor agrees to comply with each provision of this Section and C.G.S. §§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to C.G.S. §§ 46a-56, 46a-68e and 46a-68f; and (5) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor as relate to the provisions of this Section and C.G.S. § 46a-56. If the contract is a public works contract, municipal public works contract or contract for a quasi-public agency project, the Contractor agrees and warrants that he or she will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works or quasi-public agency projects.
- Determination of the Contractor’s good faith efforts shall include, but shall not be limited to, the following factors: The Contractor’s employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.
- The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.
- The Contractor shall include the provisions of subsection (B) of this Section in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and in every subcontract entered into in order to fulfill any obligation of a municipal public works contract for a quasi-public agency project, and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with C.G.S. §46a-56, as amended; provided if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission regarding the State contract, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.
- The Contractor agrees to comply with the regulations referred to in this Section as they exist on the date of this Contract and as they may be adopted or amended from time to time during the term of this Contract and any amendments thereto.
- (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual

orientation, in any manner prohibited by the laws of the United States or the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (2) the Contractor agrees to provide each labor union or representative of workers with which such Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which such Contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the Contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (3) the Contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to C.G.S. § 46a-56; and (4) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor which relate to the provisions of this Section and C.G.S. § 46a-56.

- The Contractor shall include the provisions of the foregoing paragraph in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with C.G.S. § 46a-56, as amended; provided, if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission regarding a State contract, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.

M. The grant award is subject to approval of the Connecticut State Department of Education and availability of state or federal funds.

N. The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the Connecticut General Statutes concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the Regulations of Connecticut State Agencies promulgated there under are hereby incorporated by reference.

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

Authorized Signature: Rev. Dr. Boise Kimber

Title: *(typed) Founder*

Date: December 1, 2022

I. SCHOOL VISION AND DESIGN

I.1 Mission, Purpose, and Vision Specialized Focus

I.1.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

Edmund Cofield Preparatory Academy for Young Men is where excellent teachers prepare diverse cohorts of young men to be resourceful critical thinkers who have achieved mastery of their learning. Through experience of and exposure to real world choices and responsibilities, our young men gain pride in themselves, their peers, and their work. Our graduates have entrepreneurial outlooks, a positive impact on society, a lifelong passion for learning, are ready to excel in high school and college, and are career oriented.

Core Purpose

Edmund Cofield Preparatory Academy for Young Men (EC Prep) is a community driven all boys school, pursuant to C.G.S.10-66bb(c)(iv) “students of a single gender”, that serves 375 young men in grades 5-8 by the end of our first charter term, with the intent to propose expansion to high school upon renewal. Our impetus is

to help reverse New Haven’s high dropout rate of 23.5% for males and increase their graduation rate from 76.5%¹. We achieve this with a school that is designed with each component forming part of a comprehensive intervention strategy.

District	Gender	Graduates				
		Five-Year Graduation Rate by Year				
		2015-16	2016-17	2017-18	2018-19	2019-20
New Haven School District	Female	85.5	83.8	85.2	87.1	85.4
	Male	79.7	77.0	79.4	82.0	76.5

EC Prep has a targeted instructional program to intentionally develop young men rather than exclude girls using a research-based design and would not deny any student enrollment based on sex or gender identity. We actively focus on male developmental benchmarks to foster healthy young men who value purposeful societal engagement, which is in the spirit of the Title IX single-sex regulations that took effect on November 24, 2006 and are published on the Connecticut state site cga.ct.gov². According to the site, then U.S. Secretary of Education Margaret Spellings said the new regulations “give communities more flexibility...to offer single-sex classes, extracurricular activities, and schools at the elementary and secondary levels” and acknowledged that “research shows that some students may learn better in single-sex education environments.”

Our program should not be confused with those that fall victim to stereotypes of discipline and structure as a rationale for a single-gender experience, such as reform schools or military academies. Instead, see EC Prep as a responsive school environment.

At EC Prep, we view our core purpose as instilling our New Haven young men with an enthusiasm for, and a love of, learning. We understand how young men, regardless of origin, need diversions and challenges. Our young men are provided a mentored space where they are challenged to build character, test themselves, and step out of their comfort zone. We help them match risk-taking with consequence management, and help them learn how to plan in the context of a full range of desirable and non-desired outcomes.

¹ https://public-edsight.ct.gov/Performance/Four-Year-Graduation-Rates/Five-Year-Graduation-Rates?language=en_US

² <https://www.cga.ct.gov/2006/rpt/2006-r-0714.htm>

The EC Prep learning environment encourages through male-focused literacy, an action-oriented curriculum, and House teams designed to naturally breed curiosity, critical thinking, and friendly competition. Our School framework reinforces a holistic view of young men and allows us to accompany each of them on his journey of growth in a learning space that balances the education of his mind, body, hopes and dreams in the context of his team or network. We will get them out into the real world and provide high quality exposure to new places, people, perspectives and situations, and provide ample opportunity to experience learning in new modalities. For example, our Action Labs will introduce them to different college and career choices.

EC Prep has designed an integrated, hands-on, thematic curriculum that establishes action oriented learning around the core value that learning through experience and exposure allows genuine access to higher order concepts and critical thinking for every type of learner. The thematic curriculum uses a novel-based approach as its jumping off point to, yes, teach literacy, but also to promote role models, and implement a hands-on career oriented experiential learning component, which is further reinforced by a Boy's Own Culture House system touched on below.

Integrated Learning: EC Prep utilizes a fully content-integrated interventional curriculum framework. The curriculum integrates the educational goals set for EC Prep through the Connecticut State Standards with our framework of a novel-based structure to set a larger picture. Novel characters, settings, and story lines are used to refer back to a grade level theme that follows the young men into their STEAM and career-focused Action Labs, and is then acted on within the House system. Accompanying curated experiences and exposures are aligned to the theme and are used to take each young man 'beyond the block'.

Novel-driven curriculum: EC Prep will use age-appropriate novels to provide a rich literacy program and to introduce universal challenges and rites of passage. In books, change-makers, adventurers, thinkers, and doers use the tools they acquire to move forward. These tools often include the ability to calculate, read, engage in logical thinking, understand complex formulas, use muscles trained in sports, or be flexible in forming teams and relying on teammates. For our young men, gaining knowledge becomes a quest, as those with the most diversified knowledge or best team often succeed, as may the hero in the book.

Action Labs: Serving a dual purpose, Action Labs are a set of 32, grade appropriate, college and career focused labs where students are working in pairs to experiment, test, and acquire experience hands-on. Each lab exposes the learner to real world tools and challenges. Choices of labs are directly related to the theme and novel being worked on. The Labs are STEAM based and therefore also serve to put math concepts into practice and incorporate artistic expression. This means we are able to integrate core class subjects and focus topics across the curriculum that increases exposure to core concepts for our young men, and lets them act on this knowledge.

Boy's Own Culture: The House system will allow our young men to create their own peer culture of growth and service - including management of bullying, mentoring and tutoring, and peer acceptance. Each House is a social microcosm for the boys, their families and the community, in which differences are celebrated and used in combination to strengthen the competitive value of the House. The House lets our young men thrive as they engage with the difficult transitions on the road to manhood, by allowing them to absorb social and cultural differences, participate in service learning, and learn to recognize and acquire needed resources. It focuses on developing the individual as part of a whole, providing each young man with the tools needed to be resourceful, resilient, reliable, and responsible young men of action.

Experience and Exposure: EC Prep provides a special focus on action and adventure learning. As students question, form a thesis, and acquire knowledge they must act on it by experimenting, testing, or doing something. Thematic units and all curriculum in general will have an element of action beyond EC Prep’s Action Labs and Houses. Real world experiences, interaction with role models, serving the community, and opportunities to go ‘beyond the block’ are embedded in the curriculum as adventure learning. This includes working on extended Action Lab projects such as building tiny houses (wood and electric shop), developing and implementing solutions to real community problems, and engaging in on-site learning with outside organizations under the concept of learning without walls.

Key Values

Edmund Cofield Preparatory Academy for Young Men is designed to graduate young men who are prepared to excel in high school and beyond. They have gained pride in themselves, their peers, and their work and already have career and entrepreneurial outlooks, a positive impact on society, and a passion for learning. Proof of success is seen when a young man exhibits habits of success honed to:

- **Resourcefulness** - being solutions-oriented, able to vet a range of solutions for problems, by using sound judgment and intellect, asking questions confidently, and thinking critically;
- **Resiliency** - attaining the flexibility of intellect and creative capability to recover quickly and with resolve from difficult situations, to master each domain of his life;
- **Reliability** - having his yes mean yes and his no mean no to reflect a trustworthy young man who, with pride, consistently delivers quality results in his work, friendships, and network;
- **Responsibility** - reaching back with self-confidence to prior experiences including a plethora of real world exposures which allow him to make responsible choices with fortitude and empathy for others in a way that drives their conviction to show up; and is
- **Action Oriented** - involving himself actively and enthusiastically in community, local and global issues, feeling at ease among persons holding differing perspectives while ensuring those they endeavor to serve remain valued and heard.

Instilling Career Outlooks: EC Prep seeks to open young men’s minds to realistic career options. We do not want them to be frustrated by studying for positions that are not relevant - instead we want to prepare them to be at the front of the job market. We prepare them by incorporating skills sought by employers as identified in 21st century career trends. According to the National Association of Colleges and Employers' Job Outlook survey³, a handful of specific skills are being sought by employers in college grads (see Table I.1).

Table I.1: Specific Skills Sought by Employers in College Graduates

Attribute /Skills	Skills Sought by Employers		EC Prep Students will
	CLASS OF 2022	CLASS OF 2021	

³ The National Association of Colleges and Employers,
<https://www.nacweb.org/talent-acquisition/candidate-selection/problem-solving-skills-top-attributes-employers-seeking-on-resumes/>

Problem-solving skills	85.5%	79.0%	be proactive, innovative, or highly responsive to a challenge; identify a problem, confirm it, and then solve it.
Analytical/quantitative skills	78.6%	76.1%	gather and evaluate information and use it to make good decisions.
Ability to work in a team	76.3%	81.0%	delegate, take direction, value differences of opinion, and play to their and their teammates strengths and weaknesses; being reliable and trustworthy
Communication skills (written)	73.3%	72.7%	compile a portfolio demonstrating a range of writing genres including persuasive arguments, scientific thesis and conclusions, and clear precis of complex reports
Initiative	72.5%	67.8%	take initiative, show leadership and technical skills, manage difficult situations in a direct way or proactively head off potential problems
Strong work ethic	71.0%	65.4%	be dedicated to and engaged with their work, show up on time, be committed to creating quality work, while striving for improvement
Technical skills	64.9%	67.8%	learn about skills through the novels, try them out in the Action Labs, and implement them through House projects and initiatives
Flexibility/adaptability	63.4%	65.9%	not be intimidated by change and adjust rapidly, according to arising situations
Detail-oriented	62.6%	56.1%	show meticulous attention to detail, organized, and relatively error free (PRIDE)
Leadership	60.3%	67.8%	lead on a group project, in the House, in competitions
Communication skills (verbal)	58.8%	73.2%	have command of Standard American English and business concepts, present information clearly, and manage tone
Interpersonal skills (relates well to others)	56.5%	57.6%	be inclusive, sharing knowledge and skills in the action labs, and creating a successful environment in the House, so that together the House can sustain excellence.

Source: Job Outlook 2022 and Job Outlook 2021, National Association of Colleges and Employers

Skilled Faculty: EC Prep has a clear goal of providing the best educational experience through ensuring the best teaching is taking place. The EC Prep design incorporates attracting and retaining highly skilled faculty. Our teachers are supported with a rich professional development plan and mutually respectful environment. We have high expectations for our young men and higher expectations of the adults responsible for ensuring learning is rigorous in addition to inspirational.

1.1.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 we know in our district, school choice is a proven way to improve academic achievement⁴ and foster cultural diversity⁵. EC Prep envisions offering New Haven families a new choice in academic preparedness: a dedicated middle school geared toward young men (9 to 14 years old) and their specific growth and development.

In New Haven we are in a situation where of the approximately 20,000 students, 14,006 live near or below the poverty line, of whom 40.5% are considered chronically absent students. New Haven's rate of chronic absenteeism is almost double the State average (34.3% vs. 19.0%). Male students make up 50.4% of the enrolled students and 36.5% of the students with chronic absenteeism. Most devastating is that 4,175 students, a quarter of those enrolled, were qualified as truant under state statute in the most recent pre-COVID 2019-2020 data⁶. The stressors in New Haven schools reach beyond students as our district's teachers have higher rates of absences⁷ than across the state.

In addition to high absenteeism in schools, disaggregated data in New Haven shows students have wide gaps in achievement. Data for the 2021-22 school year show better returns in the charter school environment on both ELA and Mathematics Smarter Balanced proficiency⁸. EC Prep seeks to be part of the solution within the New Haven School District that is actively striving to offer children in our community a well rounded set of choices for schooling⁹.

The vision aligned with the mission

To fulfill our vision of supporting young men EC Prep is committed to:

1. **Using an active classroom instructional methodology** in which instruction:
 - Starts with a sense of urgency;
 - Is pre-planned and pre-laid out for students;
 - Engages students with multi-sensory lessons where they are active and often 'out of their seats' because learning is action oriented;
 - Is hand-in-hand with interactively collecting formative data, even during solitary or other activities such as silent sustained reading;
 - Is presented in an exciting format, particularly for the challenging work students may struggle with;
 - Involves teachers modeling, and then students actively doing with autonomy;
 - Is brought to life, particularly for what are traditional activities; and,
 - Revolves around teamwork and collaboration.
2. **Using current research** to ensure best practices are used across our school framework, particularly with instructional delivery, that creates a holistic approach to educating males;
3. **Implementing the multi-faceted principles of diversity** in a variety of contexts across our framework to provide diversity of thought and perspective across our school community;
4. **A strong, attractive school culture** that positively challenges its school community, and promotes a team atmosphere incorporating elements of proven success models in Connecticut and elsewhere in boys education;

⁴ <https://www.newhavenmagnetschools.com/index.php/whats-the-process/the-application-process>

⁵ <https://tcf.org/content/report/how-racially-diverse-schools-and-classrooms-can-benefit-all-students/?agreed=1>

⁶ http://data.ctdata.org/data_by_topic

⁷ https://edsight.ct.gov/Output/District/HighSchool/0930011_202021.pdf

⁸ <https://ctcharters.org/about-charter-schools/by-the-numbers/>

⁹ <https://www.newhavenmagnetschools.com/index.php/school-explorer>

5. **Hiring skilled teachers** experienced in young men's development that are valued and supported: each an active participant of our rich professional development program, encouraged to promote wonder, creativity, and a futurist mentality. They possess the energy required to inspire a love of learning;
6. **Academic rigor** that instills a vision and expectation of excellence in every young man from multiple touch points. This reduces barriers to accessing benchmarks of achievement, and supporting their hopes and dreams through our commitment to continuously source exceptional real world opportunities that promote access to career oriented learning;
7. **A data driven environment of continuous reflection and improvement as the norm.** Multiple measures of data on curriculum effectiveness, instructional effectiveness, and student progress are analyzed at frequent intervals; and
8. **Including other students, families, and the community** as partners in each young man's transformation.

Proven school model

EC Prep would be the first dedicated middle school for young men in New Haven. Our program is focused on transforming today's boys and guiding them to be tomorrow's men. While Connecticut has several special purpose schools serving this age group, and many highly acclaimed all-boys high schools, none address New Haven's current dilemma of how to close our male students' achievement gap.

The elements of the EC Prep model are currently in use in many schools across the country, including its Action Labs. Integrated curriculum, action-oriented learning, the House system, and specific best practices have been effectively used by one school in particular. Located in Atlanta with a school population reflective of ours in New Haven, it encapsulates the core vision of what is possible for us. [The Ron Clark Academy](https://ronclarkacademy.com)¹⁰(RCA), an award winning middle school started by a multi-award winning national teacher of the year recipient, has been able to combine these transformative methods and techniques. With both national and international recognition, 100% of their students graduate, 60% of them go on to prep schools and 90% of them successfully graduate from college. Throughout the past 13 years more than 80,000 educators including superintendents, district level administrators, and teachers have participated in RCA professional development and replication workshops. Our faculty will participate in both online and in-person professional development provided by RCA, as reflected in our budget.

What EC Prep will Achieve for the Community

○ **Students.**

Perhaps most importantly, the school's framework and curriculum are designed to meet the changing needs of young men in middle school and young men socially and emotionally. Male role models and a diverse faculty work with them to demonstrate a variety of perspectives. As with the RCA model, our faculty is dynamic in their attitude toward educating males and readily shows up with passion and commitment. Our flexible staffing model has reading, special education and English language specialists as part of the learning environment as well as a dedicated social worker, each actively supporting young men in classrooms. Our young men

¹⁰ <https://ronclarkacademy.com>

benefit from access to modern instructional technology to support learning in addition to small group instruction, co-teaching and paired team peer learning facilitated by faculty.

Action-oriented learning with its elements of adventure brings experience and exposure to young men with real life service learning opportunities. Non-IEP personalized learning plans, career oriented labs, and both an extended school day and school year maximize access to all of EC Prep's learning tools.

EC Prep itself is the tool by which young men build independent, self-directed learning and lay out their vision for where they see themselves in the future as a thriving part of society. In practice this is us meeting them where they are, fostering their confidence, and teaching the skills they need to succeed (zone of proximal development¹¹). Each young man, with the guidance of EC Prep faculty mentors, builds a personal growth plan that is transparent and matter-of-fact followed by a plan of benchmarks and goals to move himself forward. This plan can be a support mechanism for EL/ML students and those with IEPs and 504 plans.

○ **Parents/Guardians (parents).**

Education begins at home. At EC Prep, parents are viewed as partners in the achievement of their sons. With frequent updates from teachers, opportunities to be in the classroom, and optional times to learn together, parents will be engaged in their young man's education, and have a reserved seat on the EC Prep Governing Council. The Executive Director will host families on a monthly basis to discuss emerging issues from both the family and the school's perspectives. Parents are invited guests at House events and at six-week cycled meetings where students take the lead in presenting relevant, grade level specific topics such as "Me then and Now", after which any information and new understandings of our young men's growth can be carried home to build stronger parent:son interactions. An active Parent Organization is provided with workshops on how to support their young man's educational growth:

- The unique techniques of parenting young men;
- Male growth, development, and milestones;
- Understanding the pieces of the EC Prep curriculum;
- The points to access curriculum with their son (includes providing copies of thematic novels in English and in the parents preferred language when available);
- Understanding school reports; and,
- Pointing to resources that are accessible in the community such as job opportunities, resume prep help, extracurricular activities, and more.

○ **Teachers.**

EC Prep teachers are well supported in an atmosphere of genuine collaboration. Teachers will be attracted to the benefits of our curated professional development program, in line with SEED expectations, that has a wide variety of opportunities for professional as well as personal growth. We provide a well devised structure that eliminates administrative inconsistencies. Individual teacher creativity, as in the RCA model, is promoted in the quest to achieve student learning. They may introduce or pilot new research-based techniques to meet the needs of individual students. Collaborative time is intentional rather than rushed in an atmosphere of continuous improvement. Each teacher's schedule includes double planning periods for thoughtful

¹¹ <https://www.simplypsychology.org/Zone-of-Proximal-Development.html>

preparation as well as opportunities to collaborate with grade teams and Leadership. Teachers will collaborate across subject areas to weave literary novel themes into all other subjects with each focusing on a different approach to the same topic. Teachers transition into facilitators as students follow up by linking themes themselves within the context of their House and in an exploration of learning. This makes learning collegial and interactive between teacher and student.

○ **The Community.**

The New Haven Community has rallied around the mission and vision of EC Prep in anticipation of impacting the lives of our city's young men. Former New Haven Mayor Toni N. Harp, in his letter of support for EC Prep, iterated that, *“Black and Hispanic males (from 2016 to 2020) had low full-time employment rates of less than 43 percent (%) of majority males. Greater educational attainment is strongly associated with higher employment rates and greater earnings. It is important that urban Boys' educational needs are addressed early if they are to become positive contributing members of their families and their communities.”* Community members have confidence in the EC Prep team and have recognized the genuine investment we have already put into the community. The community is looking for EC Prep to:

- Attract and retain a diverse student body;
- Strive for more opportunities than service industry jobs for our young men;
- Incorporate Action Labs that spark interest in engineering & mechanical engineering, as a desire expressed in our outreach focus groups;
- Direct exposure to a significant variety of possible careers;
- Promote the concept of the world is bigger than your block (college bound);
- Reduce crime by increasing educational attainment; and
- Share best practices with interested New Haven schools.

1.1.c Describe any specialized focus of the charter school.

The Edmund Cofield Preparatory Academy for Young Men plans to serve all of New Haven's young men and give preference to students residing in the Dixwell and Newhallville communities as our choice of location, in addition to similar under-resourced communities across the city. We recognize that these communities have significant populations of students with a history of low academic performance, students who receive free and reduced priced lunch, and some with a history of social, emotional and behavioral concerns. Included in this pool of young men will be those who require special education, English language/Multilingual support, and at-risk students who we view as at-promise. We define these young men as those with high absenteeism, or those who struggle with engagement despite interventions. We will intentionally communicate our desire to recruit and serve all students, regardless of need.

In a 2013 technical report on single-sex education, done by Connecticut's State Education Resource Center, a list of pros and cons were produced.¹² The pros concluded that single gender schools:

- Make boys more cooperative and collaborative;
- Increase staff sensitivity and awareness of gender differences;
- Improve peer interaction;
- Provide positive same-gender role models;

¹² <http://ctserc.org/docs/Single-sex%20Education%20report%20SERC%202013.pdf>

- Provide more opportunities to pursue academic and extracurricular endeavors without racial and gender stereotypes; and
- Is less distracting than co-ed environments

The cons presented in the report served to confirm that EC Prep's school framework has the components needed to be a sound educational environment. The majority of the concerns revolve around perceptions and stereotypes of females. We address these concerns for example with the intentional inclusion of novels and related text that have strong female characters. In addition, EC Prep does not exclude girls and this is evident in the tone of our culture. Female perspectives are a valued part of our emphasis on diversity and will be found in our female faculty members and opportunities to explore and meet professional women in career fields presented in the Action Labs.

Cultural and social norms – not scientific findings – supported the rationale for all-boys schools in decades past. More recent studies show that boys are failing in the standard co-educational school systems. In such settings, boys typically get lower grades than girls; they are more likely to be suspended or expelled; more likely to be prescribed ADHD medication, and be placed in special education programs. In recent years, scientists have increasingly found that the physical structure of the human brain and how children learn show compelling arguments for why different learning environments and methodologies are effective for boys and girls. Their conclusion is based on one primary finding: Boys learn differently than girls, based on their biology.

Michael Gurian, a leader in the field of single-gender classrooms, is focused on developing teaching practices to optimize learning for each gender. Gurian's research, as well as that of others, has identified several behavioral traits of how boys learn differently, including the following: 1) The cerebral cortex of the human brain houses memory, attentiveness, language, and other attributes that impact learning. 2) A boy's cerebral cortex is mostly dedicated to spatial functioning as opposed to a girl's brain that typically is focused on verbal skills. 3) Using this knowledge now enables educators to design instruction that targets strengths and therefore enhances learning. Their findings include the following:

- Boys need to move around to stay alert and focused.
- Boys typically thrive more on challenges.
- Boys' eyes function best in bright settings and natural light.
- Boys tend to excel in classes where the teacher is not only an educator but also a mentor.
- Boys tend to require more and varying visual stimulants to keep them attentive. They favor symbolic texts and diagrams that stimulate the brain's right hemisphere where boys are typically more developed.
- Boys need more physical activity, not only to stimulate their brains but to manage and relieve impulsive behaviors.

These understandings are based on several studies. Stetson University, a leader in gender focused research¹³, conducted a 3-year study on the effects of gender-tailored curricula. A group of fourth-grade boys received the same curriculum after being divided into one co-educational and one all boys cohort. The all-boys group produced higher proficiency scores in reading, science, math, and writing on the then *Florida Comprehensive Assessment Test* than the others: 86% compared to 37% respectively¹⁴. A similar study in Washington state reported that a cohort of

¹³ <https://www2.stetson.edu/today/2013/07/single-gender-classrooms-get-good-results/>

¹⁴ <https://www.stetson.edu/artsci/education/hollis-institute/single-gender-pedagogy.php>

boys who moved into a single-gender educational setting soared from the 10 and 30% performance rankings they achieved in co-educational settings on the former *Washington Assessment of Student Learning* to 73% in an all-boys class.

With increased opportunity to legally offer single gender classes and schools, more public schools are exploring single-gender choices, especially when they face gender-gap issues in areas that affect performance for individual children, schools, and districts. As professionals and parents better understand the brain-based differences between boys and girls, they reinvent classrooms, schools and home environments. This helps close achievement gaps, decreases discipline referrals, improves behavior and success.

I.1.d State the ages of students or grades to be taught and total estimated enrollments of the school

Edmund Cofield Preparatory Academy for Young Men (EC Prep) is an all boys academy located in New Haven, Connecticut serving grades 5-8 in its first charter term. EC Prep accepts students beginning in fifth grade, growing one (1) grade per year with full enrollment of 375 young men in year four (4).

	24-25	25-26	26-27	27-28	28-29
Grade	Y1	Y2	Y3	Y4	Y5
5	75	75	75	75	75
6	0	100	100	100	100
7	0	0	100	100	100
8	0	0	0	100	100
Total Student Count	75	175	275	375	375
Class Size	25	25	25	25	25
# Classrooms	3	7	11	15	15
SPED %	15%	15%	15%	15%	15%
SPED Stud Count	11	26	41	56	56
EL %	8%	8%	8%	8%	8%
EL Stud Count	6	14	22	30	30
F/R %	82%	82%	82%	82%	82%
Free/Red Count	62	144	226	308	308
Avg Daily Attend%	95%	95%	95%	95%	95%
Avg Daily Attend Count	71	166	261	356	356

Disaggregated estimated enrollment

As laid out in Table I.1.d, EC Prep is anticipating enrolling 15% students with disabilities in Y1-5, 8% EL/ML students in Y1-5, and approximately 82% students receiving FRPL in Y1-5. These numbers may fluctuate slightly but represent the average percentages for the past 5 years in NHPS.

I.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.

- *How it addresses diverse needs of the students*
 - *Show understanding of effective, research-based educational practices and high standards for student learning.*
- *How it serves as the basis of the school's pedagogical approach, curriculum, assessment, culture, and other elements that create a comprehensive educational program.*
 - *Describe the applicant's core beliefs and values about education.*
 - *Demonstrate that the philosophy will serve the diverse needs of individual students.*
 - *Explain how the philosophy will lead to student academic achievement.*

I.2.a Core Beliefs and Values

At Edmund Cofield Preparatory Academy for Young Men we know that all young men can learn and be successful, regardless of income, race, or ethnicity, and ability or disability, when engaged with a supportive, sound, hands-on educational opportunity aligned with current research-based

best practices. The focus and structure of EC Prep is built upon the belief that our young men are fully capable of becoming critically thinking individuals and strong members of their community. These beliefs are built into our core mission statement and expressed through our vision.

All-boys education environments lead to higher achievement. Multiple studies have demonstrated that boys and girls brains develop differently, with boys thriving in an environment that allows their more energetic curiosity to be free. The NEA article [Educating Boys for Success](#)¹⁵ provides that boys learn better when they are allowed to be active, noisy and hands-on. In one study conducted in Florida, the results showed the considerable following differences:

- Boys in coed classes scored 37% proficient on standardized tests
- Boys in single-sex classes scored 75% proficient on standardized tests
- Girls in coed classes scored 59% proficient on standardized tests
- Girls in single-sex classes scored 86% proficient on standardized tests

The American Psychological Association¹⁶ reports on an academically successful all-male school in Chicago, the Urban Prep Academy. The first year the school opened in 2006, the students that attended had a total 4% reading proficiency level. By the time this inaugural class graduated four years later, 100% had acceptances to four-year colleges, and many were offered academic scholarships. Since at least 2008 Connecticut has been debating the merits of single gender schooling yet has not seriously taken up the model as a viable solution to male dropout rates and wide gaps in achievement compared with females in New Haven.

EC Prep believes access to education should be as unencumbered as possible. Education is not punitive but enjoyable and devoid of barriers. A student's socio-economic status or where he lives should not prevent him from accessing high quality learning experiences in New Haven or in Connecticut as a whole.

New Haven's young men are a valuable part of our society deserving of every opportunity at success. We should not and do not fear them. We do not believe that their destiny is the school to prison pipeline. Rather, we see our youths as ambitious business men; designers, architects, and engineers; comedians, actors, and orchestra musicians; and mayors, senators, and presidential hopefuls who will enrich our city and reach back to support the youths coming up behind them. This is made possible with their determination and EC Prep's commitment to providing that high quality learning environment that has an eye toward, and planning for, emerging opportunities and career oriented trends.

Experience and exposure are two main components that drive the achievement gap in depressed communities. Access to a wider perspective of what all areas of life have to offer is essential to achievement. Young men, especially those in urban environments should regularly experience nature, live music, freely create art, and leave EC Prep craving to experience more of the real world. Our youths need to get off the block and should be exposed to people and places unlike them and where they live, as well as to different genres of music and literature, have encounters with their peers outside their community, and be exposed to traditional and nontraditional education and career choices.

¹⁵ <http://www.nea.org/home/44609.htm>

¹⁶ <https://www.apa.org/monitor/2011/02/coed>

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

Coupled with our core beliefs and values, a central tenet of the EC Prep philosophy is that there is power in diversity of thought and perspective and that diversity itself is a central tenet to developing critical thinking. EC Prep will develop diversity through literacy, the types of experiences and exposures our young men will have, as well as through ensuring a diverse student body of young men. Demographic data¹⁷ indicates that EC Prep will be serving an ethnically heterogeneous group of young men, and as prepared to be diverse by design, while our State Education statistics¹⁸ indicate many of our young men will be learning English as a second language, come to us with learning deficits and challenged abilities, and, for the most part, come from economically disadvantaged homes. In anticipation of this reality, EC Prep was intentional in the key design elements for its framework. These young men are who EC Prep is designed for and committed to serving.

EC Prep is ready to fulfill this philosophy in several key ways: holistic assessment, rapid response to intervention, teaching specialists, and Saturday Academy that provides a three hour block of time for support and intervention or enrichment such as House activities.

Holistic assessment is the culture of EC Prep where every possible data point for each young man is collected and analyzed regardless of whether he appears to be struggling academically. Holistic assessment also means a curriculum is in place that provides a rich set of topics and themes to study, experience and be exposed to. Through the use of STEAM Action Labs, concrete and abstract subject matter is introduced and the accompanying assessments are rich with data from different lenses.

Information as obscure as which bus stop he gets picked up at in the morning on the bus route can be used to solve pressing issues that arise. We look for the whole story and patterns in the data to tell us a story that is then used to be solutions oriented. Parents and students are part of the conversation and part of the solution. For example, being at the first stop on the school bus route may mean an hour or more on the bus causing a student to have to get up earlier and therefore be tired by third period math. EC Prep will be able to quickly implement strategies to support our young men with a rapid response to intervention plans through our support teams using these holistic data points. Faculty include co-teachers in each classroom, one lead academic and one specialist; a tiered system for intervention, specialist push-in when recommended, and Saturday Academy for additional support. EL/ML, Special Education, and Reading specialist educators are active classroom teachers, with a social worker to support them.

Saturday Academy is an anticipated 24 weekly sessions of three hour blocks of time used to support students with both intervention and enrichment by providing an opportunity for an additional 90 minutes per week of instructional time and 90 minutes of House activities. This time is important to ensuring support systems that address intellectual, physical and emotional well being are in place. As funding allows, teaching specialist positions are rolled in and Saturday Academy becomes more robust.

1.2.c Philosophy Leads to Academic Achievement.

¹⁷ https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/COVID_District_Only_Weekly_Surveyanddefinitions.pdf

¹⁸ https://public-edsight.ct.gov/Overview/Profile-and-Performance-Reports?language=en_US

The EC Prep philosophy is research-based and additionally looks at best practices of high achieving all boy schools across the United States, which support the effectiveness of the EC Prep philosophy toward academic achievement of students and our young men in particular. We are a dedicated boy centric culture with skilled and inspirational teachers that use data to drive a teaching and learning environment focused on high academic achievement.

Understanding differences between how boys learn differently and doing something in the school classroom is critical to better preparing New Haven's young men to become successful adults. An article published by the *Association for Supervision and Curriculum Development*, by single gender education advocate Michael Gurian, demonstrates several essential strategies as available for teachers and which are incorporated in the EC Prep framework:

- **Increase use of graphics, pictures, and storyboards in literature classes and assignments.** Adolescent boys tend to write with more details, retain more information and achieve better grades when these resources are used (seen in our literacy program).
- **Include project-based educational approaches to facilitate hands-on, kinesthetic learning.** The more learning that is hands-on and project-driven, the more boys' senses will be engaged in learning, causing more information to be retained, remembered, and displayed on tests and assignments.
- **Provide competitive learning opportunities while holding cooperative learning frameworks.** For example, content-related games and activities for which there are achievable goals.
- **Include skills training in time management, how to do homework successfully, and class management.** The classroom is the optimum venue for boys to learn habits of success.
- **Leave 50 percent of reading and writing choices in a classroom to the boys themselves.** Non-traditional materials such as novels, magazines and even comic books increase engagement in reading and improve both creative and expository writing.
- **Move around the classroom during class.** A teacher's physical movements increase boys' engagement and moves the teacher closer to the boys to use "brain breaks" – quick, one-minute brain-awakening activities that keep boys' minds engaged.
- **Allow boys to move around as needed in classrooms while learning and practicing self-discipline in how and where they can move.** This strategy is particularly useful when boys are reading or writing. When boys twitch, tap feet, stand up or pace, they are often learning better than if they sit still.

1.3 Curriculum

1.3.a *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.*

- *show how this aligns (or is developed in accordance) with education standards adopted by the Connecticut State Council of Education, which include*
 - *Connecticut Core Standards (CCS) for English language arts and mathematics,*
 - *Next Generation Science Standards (NGSS) for science,*
 - *National School Library Standards and*
 - *Connecticut State Frameworks for all other areas of study.*
- *show cited research on the curricula that demonstrates the potential to result in high student achievement.*

- *Explain the process utilized to identify or develop the curriculum*
- *provide criteria used to select the curriculum.*
- *Demonstrate that the curriculum is aligned to the CCS for English language arts and mathematics and the NGSS for science.*
- *Show cited research to show why approach succeeds*
- *How is curricula appropriate for targeted students, including disabled, English learners/Multilingual learners, students below or above grade level, and at-risk students.*
- *Describe plan to facilitate ongoing development, improvement, and refinement of the curricula. Explain how will evaluate whether the curricula are highly aligned, responsive to student and school needs and demonstrate an impact on student outcomes.*

EC Prep curriculum is not adopted: it is curated to fulfill our mission. During the EC Prep planning year, a fully developed curriculum will be laid out to place our young men in the strongest starting position for middle school and beyond. An integrated curriculum weaves a common 5 themes each year across all subjects. It is driven by literacy novels. Each grade level will have its individual themes that flow through a novel and is reinforced with a component of hands-on action-based modules of learning driven by the career and adventure focused STEAM Action Labs. The EC Prep Curriculum Team (Director of Teaching and Learning, Executive Director, Coordinators) will use Understanding by Design to form the curriculum framework and Universal Designs of Learning to plan out units, lessons, activities, rubrics and assessments. The EC Prep curriculum covers each of the standards' key design considerations such as the use of integrated literacy and blended research and media skills, and goes beyond them to what we know must be added to ensure maximum student achievement. A Curriculum and Data Management (CDM) system is used schoolwide and stores multiple measures of assessment data that point back to our mission goals and the state standards.

Understanding by Design: Backwards by Design

Utilizing the internationally recognized Understanding by Design¹⁹ methodology, a backwards starting design model of developing curriculum, the EC Prep curriculum team begins their work with what goals we want our young men to reach, before any lessons, activities, or assessments are planned. This makes the team's first step a thorough review and walk through of the Common Core State Standards, Connecticut Core Standards (CCS) for English language arts and mathematics, Next Generation Science Standards (NGSS), National School Library Standards, and the Connecticut State Frameworks for all other areas of study. The standards are the goal for students and dictate the path we intend to put them on then work backwards by design. EC Prep's mission aligned goals, that go beyond state standards in many respects, are then added to the standards crosswalk.

The EC Prep curriculum team compiles and creates a map of the core concepts and student benchmarks for the Connecticut 9th grade standards, gaining a clear understanding of where our young men are expected to be when they graduate. A backwards review is done for 8th, 7th, 6th, 5th and 4th grades standards from there. Of significance is a walk through of the NGSS for our STEAM based Action Labs. NGSS are cross referenced with our College and Career Action Lab STEAM modules provided through Paxton Patterson Labs.

¹⁹ **Understanding by Design**, Grant Wiggins and Jay McTighe, 1998

Once the team has identified all desired results and outcomes of student achievement, they will begin to determine what assessment evidence needs to be collected. The evidence are those proof pieces that challenge our young men to do, or act-on, as a demonstration of their mastery of learning as aligned to the standards and/or benchmarks set for them. These pieces, as described further below, are determined with flexibility in mind as we anticipate serving all types of learners.

Universal Design for Learning

Using the Universal Design for Learning framework (UDL)²⁰, the curriculum team will plan out the experiences our young men need to have so as to focus them on specific learning goals set in the standards. By utilizing UDL, EC Prep will lower barriers to accessing core content and provide adaptive ways in which our young men may express their learning and understandings. The use of UDL is a direct path to assisting all of our at-risk students, particularly those with special needs. Its emphasis is on offering content in more than one format, giving students more than one way to interact with the material and to show what they've learned, and encourages teachers to look for multiple ways to motivate students²¹. UDL is also a teaching approach that works to accommodate the needs and abilities of all learners by eliminating unnecessary hurdles in the learning process²².

For EC Prep, UDL is the foundation for our multi-tiered intervention support structure. It is not the same as simply differentiating instruction, because that process is reactive to student needs, whereas UDL starts with the premise that there will be many students in a class with a variety of challenges that we can anticipate and mitigate, and for whom we remove barriers to accessing content and learning. This is done by embedding flexibility into curriculum and instructional delivery at the Tier One classroom intervention level. This means, students own their learning and have choices, ensuring they are equally challenged and supported. Choices are culturally sustaining and linguistically appropriate. Differentiation is the “more” that we add on to instruction, already knowing that there will be students in need. Differentiation is not used “instead of” those preemptive practices embedded in the curriculum that lower barriers for students.

The EC Prep curriculum framework embeds as a standard the engagement of students with three core principles of learning: multiple means of engagement, multiple means of representation, and multiple means of action and expression. This is further defined in subsection *I.4.a Instruction* below.

Once curriculum mapping is completed with thematic units of study outlined, a schoolwide review for vertical and horizontal alignment is done. The curriculum is also analyzed for gaps and redundancies as a final measure. Outlines of units of study are created followed by a determination of the sequence of learning activities. Appropriate resources are then aligned with the appropriate standards. Layering of UDL principles of student engagement is confirmed, and layering of potential differentiation options to address differences in our young men’s skill levels and knowledge base is completed.

²⁰ <https://www.cast.org/impact/universal-design-for-learning-udl>

²¹ <https://www.understood.org/en/articles/universal-design-for-learning-what-it-is-and-how-it-works>

²² <https://teaching.cornell.edu/teaching-resources/designing-your-course/universal-design-learning>

To accomplish all stages of our curriculum planning and development, including writing units of study that teachers collaborate on across subjects and on grade level, EC Prep will utilize our CDM system. This system supports both curriculum development and teacher professional development as they take hold of units of study.

Criteria for identifying curriculum resources

The main criteria for choosing curriculum resources is that they are both aligned to the Connecticut state standards and are proven successful in practice as related to educating boys through the EC Prep mission and vision. We consider whether curriculum resources will comprehensively prepare our young men for life, college, careers, and whether they enable us to challenge the young men and for them to challenge themselves. Is the resource grounded in current research, adaptable to meet the needs of at-risk students; can it be paired with assessments that allow choice and autonomy, and, most importantly, is there a significant real-world, relevant aspect to it that provides a high probability of student engagement?

Additionally, during the EC Prep planning year, the curriculum team will thoroughly engage with resource options in a hands-on manner, using focus groups when possible to ensure our young men are exposed to motivational and adaptive instruction.

Curating novels and associated texts for thematic units of study geared toward young men is not a limited endeavor. Recommendations from faculty and staff are considered, as are novels from the iReadprogram: Read Beyond the Beaten Path, the Barnes & Noble 4-8 grade School Stories collection, Goodreads Middle School collection, and the Common Core State Standards: Books for grades 6-8.

Before a final anchor novel is chosen, EC Prep teachers are given the choice of several to decide upon as a grade. In year one of operation, anchor texts, those novels pre-vetted and part of the overall theme of the unit of study embedded in the curriculum crosswalk, may be decided on by the curriculum team and chosen thereafter by the teachers in collaboration with the Curriculum Coordinator. Each teacher will have read the novel prior to using it for instruction and have participated in pre-instruction discussion and planning with grade level peers, including specialty teachers. Part of the pre-work is professional development on identifying appropriate novels for theme and purpose, character development, Standards alignment, and instructional delivery practices.

STEAM Action Labs are formulated using literacy standards as well as the NGSS aligned Paxton Patterson College and Career Labs as a foundation that is built upon to suit EC Prep needs. By themselves, the Paxton modules engage students in authentic problem-based learning experiences with real-world technology as they discover their interests and aptitudes. The Labs program assists with exposure to a broad range of Career Clusters, or to define a more focused pathway of interest. EC Prep cross-matches choices of labs with both the novel-based instruction and the unit theme of study.

I.3.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.

As described in section I.3.a, the CCSS and all applicable standards are the criteria for which EC Prep will formulate its curriculum and ascertain resources. Curriculum is a combination of existing commercial content that is enhanced to meet EC Prep's needs, and proprietary curriculum and assessments curated by our curriculum team. This is accomplished through the Connecticut State Department of Education UDL resources and suggested guides on Implementing UDL: Planning for implementation²³ provided through the National Center and State Collaborative.

Curriculum research

We know that boys who view reading in a positive light tend to read more often and develop their reading skills²⁴. Positive attitudes towards reading that lead to reading frequency are in turn related to literacy skill development, particularly in relation to reading comprehension.²⁵



Thematic Teaching and Learning is a researched derived method that facilitates both impactful teaching and standards aligned curriculum.

As described by Fogarty Robin (1997)²⁶, the thematic approach allows curriculum to be built around concepts such as those in STEAM and easily aligned to state standards. It is also a curriculum technique that uses a team-based approach and assumes that learning is optimal when students can make associations and develop frames of references across the entire curriculum, within their own lives, out in their communities, and with accompanying experiences. Thinking and problem solving skills, observation, critical reasoning, analysis and drawing conclusions are key skills in thematic learning (Carol Seefeldt, 2005)²⁷ as well as part and parcel of Connecticut state standards.

Hands-on Learning is a part of the EC Prep experiential learning commitment that also incorporates adventure, service, choice, and cooperative learning. It provides significant advantages to our young men by being incorporated into the curriculum framework. It facilitates teachers being able to directly transfer their knowledge to students in multiple ways during a lesson. It provides students the challenge of concrete experiences, reflective observation, abstract conceptualization, and active experimentation²⁸, each of which is a standards aligned concept for knowledge acquisition.

Action oriented curriculum is a method of assisting a learner to synthesize information from multiple data points and is a powerful teaching tool to help every type of student, including the EL/ML and the student with disabilities or learning challenges. At some point you have to take theory and put it into practice. Career and Technical Education (CTE) focused schools and doctor residencies are examples of this where a student has an opportunity to take book knowledge into an authentic setting and be challenged to extend their learning as well as demonstrate their

²³ <https://portal.ct.gov/SDE/CT-Core-Standards/Universal-Design-for-Learning/Implementing-UDL>

²⁴ Becker, M., McElvany, N., & Kortenbruck, M. (2010). Intrinsic and extrinsic reading motivation as predictors of reading literacy: A longitudinal study. *Journal of Educational Psychology*, 102(4), 773-785.

²⁵ Locher, F., & Pfost, M. (2020). The relation between time spent reading and reading comprehension throughout the life course. *Journal of Research in Reading*, 43(1), 57-77.

²⁶ Robin, Fogarty (1997). *Problem-Based Learning and Other Curriculum Models for the Multiple Intelligences Classroom*. NY: Corwin. p. 160

²⁷ Carol Seefeldt (2005). *How to Work with Standards in the Early Childhood Classroom*. Teachers College Press. pp. 47

²⁸ Kolb, D. (1984). *Experiential Learning: experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice Hall. p. 21

understandings. At EC Prep, an action-oriented curriculum also speaks directly to the needs of educating young men through researched methodologies. According to Trevor Stern²⁹, Academic Dean at Avon Old Farms, a 95 year old leading all boys school here in Connecticut, and one of the top 5 all boys schools in the US, “Boys need to be active in class.” He makes the point that, “when the body is stagnant, focus can fade”, and stresses that one technique consistently used is to bring text, such as Shakespeare, to life with action-oriented learning activities that get boys “moving around during class when it is appropriate.”

Authentic Experiences in Learning go together with action-oriented learning. EC Prep uses experiences, and exposure, in a real world context to bring students closer to refining their schemas and build clear frames of reference for their future hopes and dreams. Authentic experiences are embedded at every opportunity in the curriculum and are streamlined because of our curriculum’s combination of the thematic and integrated approaches. According to *The Silent Epidemic: Perspectives of High School Dropouts* (Bill and Melinda Gates Foundation, 2006)³⁰, 81% of students who dropout of high school say that if they had been taught through relevant, real-world learning opportunities, it would have kept them in school. This research was confirmed by a Harvard study³¹ that found in 5th grade, student engagement was approximately 76% but dwindled to 44% by 12th grade. Their findings were that engagement is inherently connected to relevant curriculum, which in turn is linked to student perceptions and visions about their future prospects. Both studies confirm the on-the-ground practicum shared by Trevor Stern that, “Traditional methods of teaching hold value; however, boys find enormous meaning and lasting knowledge through applicable experience.”³²

To enhance our young men’s access to a variety of experiences and exposure, EC Prep will engage the wider New Haven and Connecticut community. A network of organizations will be developed and maintained to provide special opportunities. Samples include local universities, The V.I.P. College Prep Program, Admission Science, the Appalachian Mountain Club for skills and leadership building, and 100 Black Men of CT. Full advantage will be taken of natural resources in the vicinity of New Haven, as well as of local state parks and historic sites. A focus is put on engaging our young men in outdoor spaces to encourage student comfort within the natural environment and provide a special focus on action and adventure learning.

English Language Arts:

On the 4th grade National Assessment of Educational Progress, the gap in reading proficiency between Connecticut’s white and Black students is 35.9 percentage points with hispanic students showing similar results³³. This tells us that the current methodologies and approaches to literacy are not sufficient to impact learning effectively when it comes to New Haven where Black and Hispanic males represent approximately 16,155 of all enrolled students. EC Prep looks to change this predicament with a balanced literacy program targeted to the learning needs, growth, and development of New Haven’s young men. We will not use a packaged ELA curriculum, but

²⁹ <https://www.avonoldfarms.com/blog/the-aof-blog/~board/blog/post/real-boys-real-relational-experiential-active-lifelong-learning>

³⁰ A report by Civic Enterprises in association with Peter D. Hart Research Associates, 2006

<https://docs.gatesfoundation.org/documents/thesilentepidemic3-06final.pdf>

³¹ Symonds, William C., Robert Schwartz, and Ronald F. Ferguson. 2011. *Pathways to prosperity: Meeting the challenge of preparing young Americans for the 21st century*. Cambridge, MA: Pathways to Prosperity Project, Harvard University Graduate School of Education.

³² <https://www.avonoldfarms.com/blog/the-aof-blog/~board/blog/post/real-boys-real-relational-experiential-active-lifelong-learning>

³³ <https://www.righttoreadct.org>

rather curate a rigorous and rich novel based literacy curriculum. The curriculum aligns with Implementation of Connecticut’s RIGHT TO READ Legislation³⁴ that emphasizes phonics, phonemic awareness, vocabulary development, reading fluency, including oral skills, and reading comprehension. Though we think of these skills as elementary school level skills, EC Prep sees them as needing to be mastered to meet our mission.

The EC Prep curriculum structure identifies salient themes for thematic units as well as related concepts and subtopics, and organizes the content and the classroom for novel-based instruction.

EC Prep literacy builds in a culture of including: independent reading, note taking for later analysis, Literature Circles to analyze how multiple texts address similar themes while also building knowledge, Socratic Seminars, sustained independent reading, shared reading, language play, and genius research. Using UDL principles, all students may have brief discussions around text but read their entire novel before starting in-depth analysis with peers or class. Students drive the content of discussions, analysis, and writing pieces.

Literacy core curriculum resources include:

- A selection of developmentally meaningful novels;
- Sets of novels that fall under our designated five annual themes;
- A subset of related texts identified to extend student learning and provide additional context and motivation;
- Accompanying audio versions of selected novels and related novels are both UDL embedded supportive resource material as well as a possible add on of differentiation; and
- Ample related visuals as learning tools.

Novels are generally arranged into chapters, are narrative in nature and are written in a variety of genres. The potential for their use as instructional tools is extensive. For example, learning through reading historical fiction novels, students are able to live through the characters’ lives in a vicarious experience. They are far more likely to relate and connect with the identity and emotions of the individuals in novels than by academic reads through a textbook³⁵. **Thematic novel** use provides a direct lead into exploring concepts and related concepts across disciplines. According to the CCSS, students need to assess points of view and how points of view shape the content and style of the text. Examining the world built around a character from their perspective and then having the opportunity to obtain additional perspectives through science, math, and social studies is the goal.

Related texts are essential to expanding learning. This is true in terms of best practices and UDL differentiation for the purposes of ensuring students are supported and/or enriched, as well as for ensuring state standards are met. For example, CCSS state that students need to “analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take”³⁶. Related texts are also a tool to extend hopes and dreams as they provide a subtle way for young men to dig into specific areas of study from their novels as genius research or to use as a jumping off point for their choice of college and career Action Labs.

³⁴ https://f618d851-8e74-4de9-9eb1-372f70db03ee.usrfiles.com/ugd/f618d8_433ab94e9b804e29a717e3af3c8d16c8.pdf

³⁵ Using authentic literature to develop challenging and integrated curriculum, *Lisa M. Ciecierski & William P. Bintz*
<https://files.eric.ed.gov/fulltext/EJ1059797.pdf>

³⁶ <https://learning.ccsso.org/common-core-state-standards-initiative> (National Governors Association Center for Best Practices and Council of Chief State School Officers, 2010, p. 35)

Novels and Related Texts may be in a different language or translations of important pieces provided to our EL/ML students. Choice of additional related texts to the main novel may be used to amplify concepts and learning. Students have a choice in how they are going to meet the standards, therefore a flexible, variable curriculum in the classroom is the goal. Every student is good at something and we strive to bring that out as a tool to reach them.

Novels communicate much about history, science, and mathematics while also making connections to comprehension and thinking skills that accompany both literacy and content specific learning. For example, if conducting a social studies based thematic unit with the topic of pre-civil rights, students will learn some statistics on Jim Crow, racial segregation, and perhaps lynchings of African-Americans, especially in the deep South. However, it is the novel, such as *I Must Resist: Bayard Rustin's Life in Letters* (2012) that gives the name and face to a black man facing the hardships of the era and in his own words.

Audio versions of novels and texts are an embedded UDL practice that preempts differentiations. It gives students with disabilities, EL/ML students, and students reading below grade level the opportunity to access the main component of the literacy curriculum without any barriers. Their use is preemptive and comes before a differentiation add-on such as same text multi-level books in order to maintain rigor yet meet our young men where they are. Students may “carry” their audio versions with them for home practice assignments, studying, or leisure as they move through their day.

Visual reading and related tools are building on the concept that ‘a picture is worth a thousand words’. Pictures, paintings, drawings, maps, graphs, and other visual materials are introduced in the curriculum as more than visual aides. They are part of the story and part of the learning. They are part of integrated learning. Visual reading entails an actual read of its details, discussion of things like its setting, period dress, action and shadow action of characters, geography, and skills and jobs that go into both making the visual and carrying out the work in the visual scene. Visual reading does not require every student to be on grade level in literacy to develop understanding, participate in discussions, or otherwise engage with the learning.

Language play and vocabulary are integral to the curriculum. Every opportunity is used to play with language. Language is a teaching tool all around the school and every faculty member is a language teacher. Thematic vocabulary is developed and then becomes a part of everyone's daily use from the classrooms to the cafeteria. Students are challenged to increase their understanding and use of words for a host of purposes. Yes, to discuss a novel, but also to command a room, to present himself to the public, to further his studies and career, to love the richness and power of language. Locution, idioms, expressions, metaphors and more are part of daily school life. In the classroom pre and post lesson vocabulary previews are standard.

Writing skills development and practice are directly attached to vocabulary and language play. Information, character development, character expression and syntax, and other attributes of novel story lines are used as writing skill prompts across multiple genres. For example, story based metaphors are an opportunity for students to learn about them and to write their own. This is done with direct lesson instruction, yet remains in practice throughout the school year showing up in multiple ways as language play, challenge-of-the-day, and through other action-oriented

methods. Literacy is built and therefore taught skills are continually reinforced and returned to for mastery. A student has multiple opportunities either through instructional time, project assignment or final presentations/assessments to demonstrate proficiency in the different writing genres.

Writing is embedded into the curriculum as an integrated component for maximum student relevancy and motivation, producing more thoughtful pieces. Reading and writing are presented as one part of the other rather than separate things to learn. The writing cycle is the backbone of student growth and is used in writing discussions during each lesson and used as a collaborative process: editing, receiving feedback, and editing again, or even working in groups to co-write material. Students are taught what good writing looks like, how to edit judiciously, and how to use that knowledge to give feedback to others.

Conventions of writing, foundational skills, grammar and mechanics, sentence building and similar lessons are all embedded as responses to literacy writing. Each unit has two genres of writing attached to it. Teachers carefully structure the revision process toward writing being published, displayed, or otherwise shared for improved student motivation.

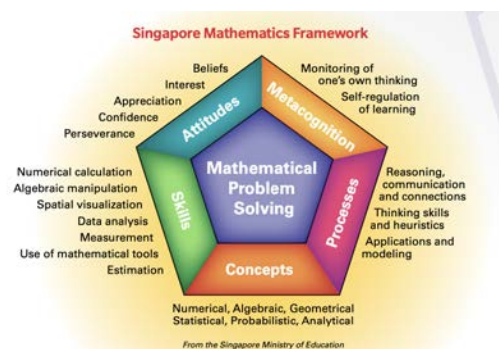
The EC Prep process follows the [SRSD](https://srsdonline.org)³⁷ (self-regulation and strategy development) model, and approach that uses mnemonics, graphic organizers, and other scaffolds, in addition to developing prior knowledge about specific writing genres as students are taught them. It integrates explicit strategy instruction and self-regulation strategies into literacy content in context. Teachers track student progress towards mastery in using the strategy over time, aiming to motivate students and build self-confidence.

Mathematics:

Singapore Math: Mathematics at EC Prep is not taught in isolation, but as an integrated part of the curriculum. Both direct instruction and integration into crossover content is implemented. Our core Math program fosters rigorous college readiness skills including forming conjectures and drawing real-world links to content. Direct instruction is anchored by a

series of lessons from pre-algebra to data analysis to advanced mathematical topics: concepts reinforcement with the EC Prep STEAM Action Lab's career and college ready focus. **Students must think through concepts and apply them in new ways.** Math lessons are based on real world scenarios making it easy to integrate with our themes, novels, and labs. Support mechanisms are embedded in line with UDL principles as well as added differentiation for reteach and enrichment purposes. Video lesson retakes give students independence to review concepts as needed from school or home and support multilingual learners and students with disabilities in accessing concepts as many times as they need to.

The research



³⁷ <https://srsdonline.org>

Singapore Math is an internationally recognized math and science program that has ranked in the top scoring international tests for decades and is CCSS aligned³⁸ as it was one reference point for the creation of the Common Core State Standards. This table illustrates CCSS alignment.

CCSS Alignments for Dimensions Math® 6–8
Singapore Math Inc.
www.singaporemath.com

CCS: Common Core Standards
DM: Dimensions Math 6–8

CCS		DM	Chapter	Lesson
Ratios & Proportional Relationships				
6.RP.1	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."	6A	5	1A
6.RP.2	Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $3/4$ cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger."	6A	6	2
6.RP.3	Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.	6A	5	1, 2
6.RP.3.A	Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.	6A	6	3
6.RP.3.B	Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?	6B	10	3C
6.RP.3.C	Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means $30/100$ times the quantity); solve problems involving finding the whole, given a part and the percent.	6A	6	3
6.RP.3.D	Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	6A	7	1, 2
		6A	5	1
		7A	6	3B

Demographic Description of the Schools Included in the Study

School	State	Location	Grades	Enrollment	Percent Enrolled	
					Non-White	NSLP*
1	CT	Suburban: Large	K-6	392	22%	9%
2	CT	Suburban: Large	K-6	371	24%	7%
3	CT	Suburban: Large	K-6	609	23%	8%
4	CT	Suburban: Large	K-6	284	28%	24%
5	CT	Suburban: Large	K-6	370	23%	11%
6	CT	Suburban: Large	7-8	710	20%	9%
7	ID	Town: Distant	5-8	533	27%	48%
8	NJ	Suburban: Large	6-8	604	15%	6%
9	NY	Suburban: Large	6-8	755	38%	32%
Average				514	24%	17%

National School Lunch Program

For the study, teachers used the program five days per week for 40 to 45 minute lessons, less than the daily 60 minutes at EC Prep.

Researchers followed the progress of disaggregated groups including those conducted separately for students with higher and lower pretest scores. The results showed that average gain scores for the total group of students at each grade were statistically significant.

Even more significant is that the effect sizes for all students at each grade were large. "All the effect sizes at every grade exceeded the effect sizes needed to determine a substantively important level." Students showed significant growth for both higher pretest and lower pretest scoring students. The effect sizes for the lower pretest scoring students in grades 6 to 8 were large as well as for the higher pretest scoring students. These Figures and the Table graph the results.

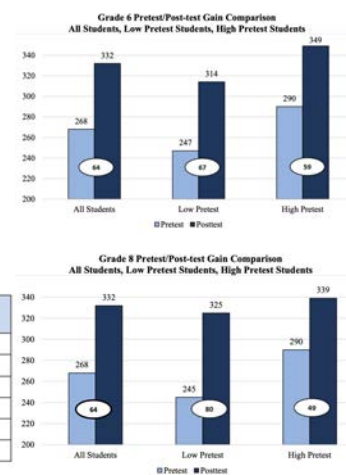
**Pretest and Post-test Statistics for the HMH Math in Focus® Students
Grades 6, 7, and 8**

Test	Mean Score	Standard Deviation	KR 20	SEm*
Grade 6 Pretest	268	28.2	.46	27.2
Grade 6 Post-test	332	47.0	.70	20.7
Grade 7 Pretest	278	46.1	.49	25.7
Grade 7 Post-test	323	42.4	.67	32.9
Grade 8 Pretest	268	28.2	.39	24.3
Grade 8 Post-test	332	45.5	.72	22.0

*SEm stands for Standard Error of Measurement.

Using Singapore Math: Dimensions (a.k.a. Math In Focus [Harcourt]), teachers are able to put a focus on problem solving and empowering students to think mathematically both during lessons and in other areas of academics. A recent study³⁹ of Singapore Math conducted with fourth graders in New Jersey found that students improved an average 12 points and proficiency increased 22%.

In one middle grades efficacy study⁴⁰ that included Connecticut middle schoolers (2018), using *HMH Math in Focus®: Singapore Math®* by Marshall Cavendish®, it was found that students made significant improvement on state level exams. The Table shows CT student participation.



³⁸ https://cdn.shopify.com/s/files/1/0603/7487/6349/files/Scope_9.pdf?v=1635780325

³⁹ https://www.hmhco.com/-/media/sites/home/education/global/pdf/white-papers/mathematics/elementary/math-in-focus/mif_research_efficacy_lr.pdf?la=en

⁴⁰ https://s3.amazonaws.com/prod-hmhco-vmg-craftcms-public/research/HMH_Math_in_Focus_RM_6-8_2018SY-Update.pdf

SCIENCE: Action Labs (Middle School Science Curriculum)

The EC Prep science program revolves around the use of its Next Generation Science Standards (NGSS) aligned STEAM Action Lab modules. It is aligned with the goals, modules of learning and the standards for Connecticut's new 2022 release of their Model Middle School Science Curriculum⁴¹. Thirty-two (32) career and college focused labs are currently available to our young men and share learning topics such as their financial literacy to our personal finance modules. The Paxton Patterson lab series is used as the foundational resource to bring the EC Prep vision to life. The modules provide the foundation for our workstations which we further enhance to align with curriculum needs, meet student needs, and adjust to standards and goals. Sample modules are:

- [Alternative Energy](#)
- [Computer Graphics & Game Development](#)
- [Criminalistics](#)
- [Flight & Drone Technology](#)
- [Personal Finance](#)
- [Laser Technology](#)

Labs are accessed as part of thematic instruction and literacy instruction. Young men choose two labs to explore with a partner with the purpose of deepening their knowledge of a topic and as exposure to, and experience in, authentic careers. Additional labs are accessed during student genius research time or to freely explore during Saturday Academy as an independent enrichment activity.

The Research

Experience, exposure, and authentic hands-on learning are the goals. Normally career and college prep labs or classrooms are only found in a career and technology education (CTE) environment for students in high school and above. EC Prep will be exceptional in this area as a middle school. Our labs serve as a boy-focused intervention in being action oriented and as an excellent approach to science instruction as each lab is part of a STEAM curriculum, but at their core the labs are CTE.

Longitudinal studies conducted by the New Hampshire Department of Education⁴² found that in addition to parents self-reporting high satisfaction with their child's program and level of engagement, CTE students were also satisfied and enrolled in postsecondary education after graduating from high school at a rate of 75% and had a 10% higher graduation rate than the non CTE students. New Haven, through the EC Prep programming will be catching students long before dropout is a thought. Pinchak & Berns (2014), speaking as Workforce Development & Career Technical Education leaders at the Workforce Development & Education Department, The Ohio State University, describe multiple benefits of STEAM and career focused instruction. They have found CTE instills higher order psychomotor and affective domains associated with getting tasks completed. This comes from the ability to repeatedly practice activities. Penchak & Bern also confirm the interdisciplinary nature of CTE as "Mathematics, Science, English

⁴¹ CEA.org and GoOpenCT

⁴² <https://www.education.nh.gov/who-we-are/division-of-learner-support/bureau-of-career-development/benefits-of-cte>

A US Department of Education study (2019)<https://www2.ed.gov/datastory/cte/index.html>. Bridging the Skills Gap: Career and Technical Education in High School SEPTEMBER 2019 | U.S. DEPARTMENT OF EDUCATION

Language Arts, and Social Studies (especially economics), as well as technological, business, and employability skills" can be integrated into the curriculum.

Genius Research and House System are described in Sections I.4. Instruction, I.4.a and I.4.b below.

I.3.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.

According to CT.gov/Edsight, for the 2021-2022 school year, New Haven has a student with disabilities population of 15.24%, English Language Learners of 19.4%, an economically challenged population at 87.18%, an overall high needs population of 75.10%, and males on grade level in Math at 57.5% and 62% in ELA.

Given circumstances such as high rates of engagement with the foster care system, single parent homes, and rates of poverty, our city's students are falling behind academically both CT statewide averages and cities such as Danbury, which follows them into adulthood. They also have a lower rate of graduation (85.9%) versus young women (92.0%), as do ELLs (69.4%) versus non ELLs (90.2%), students with disabilities (68.4%) versus students without known disabilities (93.1%), and students receiving free and reduced priced lunch versus non economically disadvantaged students.

EC Prep is keenly aware that effective learning is a multisensory process. The majority of the population can see something once or twice and easily acquire a new set of understandings and learning. However, those who can't are isolated. Deeper learning requires different modes of knowledge acquisition. We give the differences designations such as dyslexia or dysgraphia or English language learner, but regardless of their designations the EC Prep curriculum, both at its core and with its layers of intervention, will support all learners.

In addition to learning styles, EC Prep has invested in research-based best practices for how to engage young adolescent men that are at-risk and those who have not developed a love of learning and lack motivation. This includes young men who have undirected passions all the way through to those young men who have drive and ambition that needs to be challenged and enriched.

Essentially, EC Prep as a school is designed as an intervention. Both multiple access points to engage with learning and multiple measures of assessing learning give us the data to support students. We accept nonconforming ways for a student to show his learning and the knowledge he is acquiring from his own perspective as a standard practice. In addition, we are the intervention as a school designed with:

- A true UDL approach that embeds mitigating interventions into the curriculum as a pre thought rather than differentiation as an afterthought.
- Literacy techniques are UDL based but also come from associated specialized approaches to intervention such as SIOP EL/ML best practice.
- Novel topics chosen for the curriculum are relevant to the students' lives as young men yet intrigue them with new concepts in terms of future prospects.

- Integrated ELA is an inclusive experience where the repetition of concepts from different lenses use a variety of learning styles and techniques, such as Socratic discussion, to remove barriers to learning and intellectual growth while supporting critical thinking.
- The math curriculum draws real world links and scenarios to the content.
- Our relevant, life-based science curriculum provides exposure and experience to actual real-world opportunities while still meeting CCSS and NGSS.
- Gamification of curriculum and school culture to keep our young men active and challenged as research suggests male students need.
- Real world exposure and experiences for young men through college and career oriented action labs and by placing them into new settings with new challenges.
- A sense of belonging and purpose with a House system to establish social and emotional learning and intelligence.
- Extended school day and yearly calendar where a three hour Saturday Academy is available for at-risk/at-promise young men on both sides of the spectrum to access support and enrichment.
- A flexible teaching model that uses student performance data and the demographics of the student body to ascertain needed classroom teaching specialist endorsements so that we can hire specialist co-teachers to better engage students. This most significantly impacts students with disabilities and EL/ML students.
- A professional faculty that is treated as such and that has double planning periods every day to bring well throughout instructional delivery to the classroom through preparation and peer planning, both of which strengthen teacher effectiveness and learning outcomes.

Our integrated ELA, Math, and Science curriculum is based on hands-on learning modules that decrease barriers by supporting tiered conceptualization, sparking imagination and creativity and challenging all at-risk/at-promise students to expand their thinking and create a frame of reference for further knowledge acquisition. This can be said about the emerging at-risk student as well as the student who has mastered his lesson and is at-risk of disengaging without enrichment. As an action focused school geared toward boys where everything is reinforced with doing, in a learn/apply/action cycle young men are challenged developmentally. They learn a concept or skill, apply it in a variety of practical assignments, and use it in a real world scenario or context.

It is within EC Prep's culture to look for our young men's assets and use them as a springboard. EC Prep embraces at-risk/at-promise learners of all designations, ensuring their needs are met with dedicated staff positions including a Special Services/Education Coordinator, skilled ESL/TESOL teachers, a Curriculum Coordinator who works as part of the SRBI/RTI team and collaborates with our school-based social worker.

EC Prep views the command of the English language and its timely development as essential for all students, regardless of background, ability, or disability. Regardless of whether students are English mother tongue, English/multi language learners, limited English proficient, or use English as a second language, they come to us with a foundation of language and parts of speech common to all humans that we can build upon. Through our targeted UDL-based ELA Vocabulary and language play component for example, we tackle language development. Our EL/ML students will benefit from our use of Sheltered Instruction Observation Protocol (SIOP) for language development as it thinks of them as curriculum is being developed rather than attempting to differentiate lessons for them as an afterthought. This means all students benefit

from a rich language culture throughout the school. Those needing more intense language development will benefit from the least restrictive two-way immersion model.

We incorporate extensive cultural competencies for the benefit of all of our young men, particularly developed through our Houses and reinforced by House mentors from our faculty. Cultural competency is important to all of our young men when put into the context of standardized testing.

A dedicated Curriculum Coordinator means thoughtful time is put into ensuring curriculum effectiveness and that regular reviews for alignment of resources with student needs and thematic focus is done, as well as for: intervention points to enhance or adjust, and to aid teachers in gathering additional resource material for both current and impending lessons to enhance instructional delivery. If this requires going outside the scope of planned resources, EC Prep chooses to support the needs of the child and will not hesitate to do everything possible including bringing in additional teacher professional development, inquiring with peer cohorts at other schools for shared best practices, and bringing in specialized coaches to assist us.

A dedicated Special Services/Education Coordinator is strategically scheduled to be able to fully utilize his/her expertise to support curriculum enhancement, thoroughly review IEPs and 504 plans, and ensure their proper implementation and effectiveness of implemented protocols.

At EC Prep, data is used as a driver rather than our subjective viewpoints and potential unconscious biases. Our Data Manager keeps a database of real time tracking that teachers and specialists will be able to easily access when they need to. Coaches and peer to peer collaboration time uses this data to make informed decisions and confirm student needs from multiple perspectives and multiple measures.

1.3.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.

EC Prep students are continually receiving the best education in line with its mission. As such, a crosswalk of high performing schools in Connecticut in the public, private, and charter sectors will be created and maintained for curriculum structures. Our curriculum team will establish peer based relationships to be able to engage in sharing best practices. The same will be accomplished for high performing all boys schools in and around Connecticut to adopt curriculum resources that enhance our planned curriculum design and structure.

Development, improvement and refinement of curriculum

EC Prep is anticipating a school culture for both staff and students that appreciates the curriculum as a continuously evolving living framework. While our core key design elements remain stable, individual curriculum components will be adapted to meet the needs of our young men, nuanced changes in the student body, and their own expansion and contractions. In August of every year the Curriculum team does a data driven review of the efficacy of the curriculum as it relates to the prior school year and hosts professional development in the pre-opening teacher training Summer Institute. Teachers will have the opportunity to plan on curriculum updates as a grade team and have professional conversations around all pertinent standards.

The development and refinement of the curriculum is facilitated through the continued use of the backwards design methodology. Students set in motion the chain of events for review. On the front lines are the teachers whose evidence-based observations are respected and investigated. All accompanying supporting and related data is analyzed to generate a clear picture of potential areas of curriculum in need of revision. This includes anecdotal records coupled with summative and formative assessments that our Data Manager compares to other related data points such as attendance and IEP records. At the same time, the Curriculum Coordinator does an analysis of instructional methods, reviews classroom observation reports, student work, alignment and clarity of rubrics looking for patterns and gaps in the curriculum. Disaggregated groupings are made for comparative analysis against student mastery of the Connecticut State and Common Core Standards and EC Prep goals. Teachers, along with the Curriculum, Special Services, and Data Coordinators have the opportunity to meet at regularly scheduled times to include the end of thematic units and the end of an SRBI/RTI cycle. Additionally, faculty may request to schedule time with the Curriculum Coordinator to discuss points of question or concern at any time. Weekly grade level meetings are where teachers co-plan the implementation of curriculum refinement.

Assessment of curricular effectiveness

The effectiveness of the curriculum is directly tied to student growth, development, and achievement. As a school that uses multiple measures of assessment that are data driven, we are in a continuous cycle of self-assessment in addition to student assessment. We operate on the fundamental belief that all students can achieve when provided the time, place and resources to do so. Therefore, a lapse in effectiveness of the EC Prep curriculum is acknowledged as a tangential possibility; ineffectiveness is the burden we take responsibility for and do not transfer the lack of student growth, development, and achievement onto students. They are a part of the assessment process through individual conferences conducted in the classroom and through the schoolwide satisfaction surveys and feedback activities embedded in the House system.

The EC Prep RTI team is considered integral to assessing curricular effectiveness. While tiered intervention strategies are expeditiously implemented, one of the team's standing goals is to look for gaps in the curriculum from multiple angles that would impact student learning. Individual teacher growth plans are developed through this RTI data and professional development is curated around interpreting curriculum and student outcomes. Specific attention is given to the 'how to' of student work analysis.

Assessment of curricular implementation

EC Prep curricular assessment protocols dictate that assessment of curricular implementation belongs to all staff and therefore it is a unified process. At our annual August pre-opening Summer Institute, the curriculum crosswalk is examined with all staff. Teachers collaborate on and across grade levels on horizontal and vertical alignment of themes, concepts, big ideas, resources, assessments, and timelines. Grade level mapping and accompanying unit plans are completed with the state standards matched, rubrics outlined, and clear goals set. This is done with input from specialty teachers and the Coordinators, who take a final walk through of the curriculum with their own check list of checks and balances. Teachers walk away with clear

expectations for implementation and the advance planning needed for smooth instructional delivery. Individual teacher lesson plans for upcoming instruction are submitted monthly. Coordinators review lesson plans, provide feedback and suggested enhancements such as updated or newly available resources, and provide specially aligned field trip and/or program opportunities. We understand that fidelity of implementation is paramount but seek to include the flexibility to incorporate into lessons those amazing teachable moments that provide high quality, curriculum aligned, experiences and exposure out in the real world.

Coordinators use each component of the curriculum to deliver targeted professional development throughout the school year. As the Data Manager analyzes current assessment data, additional professional development is layered in their annual plan.

During the school year EC Prep has a very active teacher evaluation system in place that is formalized. In addition, informal coaching and development throughout the year uses tools such as the peer led Critical Friends Group® Protocol⁴³. This Protocol provides teachers with growth focused development through observing or otherwise professionally interacting with peers in an observer/mentor capacity to improve their practice and is not part of formal teacher evaluations. EC Prep utilizes the Connecticut state SEED protocols for formal observations and supported implementation with the Marzano⁴⁴ framework to provide school leaders, supplemental to any NHSD training, with observation, coaching, and development guidance in addition to an objective mechanism for evaluations. Teachers participate in goal setting pre-conferences at which their professional growth plan is developed, have a mid-year check in, and an end-of-year summative review conducted by the Director of Teaching and Learning. The SEED model defines four categories of teacher performance: student learning (45% [22.5% state tests & 22.5% non-standardized indicator]), teacher performance and practice (40%), parent feedback (10%) and school-wide student learning or student feedback (5%).⁴⁵

Coordinators, in addition to the head of school, use an active observation process of viewing, assessing, and modifying teacher implementation of the curriculum. Observations are in person and the observer is an active participant in lessons and activities that begins with participation in grade level planning meetings. Observers alternate between taking on instructional, student and mentor roles. The mentor role is the most active one as leadership provides on the spot coaching to ensure sound implementation is occurring. EC Prep leadership conducts a regularly scheduled rotation of classroom observations to assess curricular implementation that is planned on an annual basis and updated monthly to accommodate critical needs. Coordinators create teacher, classroom and grade level profiles that include summative and formative assessment student data and samples that are reviewed and discussed with grade teams at the end of each unit. Analysis is made on whether or not each unit goal has been met.

Governing Council

EC Prep's Executive Director and Governing Council Education Committee track emerging or changing assessment requirements associated with the CT Testing Program, add relevant information and reporting dates to the school compliance calendar, and provide training for staff

⁴³ <https://nsrfharmony.org/faq-items/cfgvsplc/>

⁴⁴ https://www.marzanocenter.com/wp-content/uploads/sites/4/2019/04/FTEM_Updated_Michigan_08312017.pdf

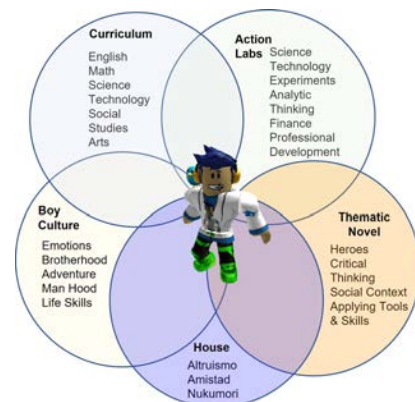
⁴⁵ https://portal.ct.gov/-/media/SDE/Talent_Office/peac/Adopted_PEAC_Guidelines_for_Teacher_Evaluation.pdf

as relevant. The Executive Director, responsible for final approval of any changes to the curriculum framework and Director of Teaching and Learning meet monthly to create a school-wide assessment progress report with short- and long-term goals adjusted as needed. This snapshot is presented to the Council Education Committee at their designated monthly meeting, and as a roll-up to the full Council at the end of each trimester.

I.4. Instruction

I.4.a Describe the evidence-based instructional methods or techniques to be used including any specific requirements for implementing a particular pedagogical approach (i.e., co-teaching or aides, technology and digital tools, differentiated or personalized learning, physical space, etc.).

Instruction at EC Prep is in one hour blocks. Because the thematic curriculum is integrated students receive additional literacy and math instruction in practicum. This is most evident in their STEAM Action Labs where direct instruction and independent practice and learning are part of each lesson. Whether a science based lesson or an art based one, students are engaged with theme related text to read, digest, and discuss and are taught any math concepts needed to complete their lab.



Standard throughout all classrooms are *challenges-of-the-day* requiring students to think critically and work within small groups to find answers or solutions. Additional academic challenges are presented for Houses to solve that are embedded in the units of study as clues. This means everyone is on the hunt to find them during lessons.

Every time instruction is delivered, a planned tone is attached to it. This refers to instruction being high energy and presented with a sense of urgency and purpose, which is a core principle of the Ron Clark Academy method to high student achievement. With two instructors per class using our flexible staffing model, focused instruction is better suited to ensuring effective delivery of the curriculum and assessment of student progress. Teachers have leeway to implement the techniques they find are needed to most effectively meet the current student learning styles. One goal of instruction is for teachers to reach a level where they are in the role of facilitator and includes practices such as (Also see Section I.1.3.) hands-on modeling, and small group instruction. Beyond these now popular instructional delivery practices, EC Prep implements the following set of curated practices.

Student Focused:

Audiobook versions of novels are provided as a standard practice in the EC Prep classroom and it is expected that one or more students will need access to one during each lesson. This tool requires the use of classroom ipads/computers and headphone sets. Teachers may use an audiobook as a motivator with the whole class and would therefore need a portable speaker. Through their use as a tool for accessing grade level content, students with limited literacy proficiency are brought along at grade level, have the ability to read text alongside the audio,

relisten when desired, draw or map out storylines as they listen, and be motivated by the author's own voice or character voices.

Socratic Seminar in the EC Prep classroom is a grouping strategy deployed by both classroom teachers, with several benefits for the student. It adds a forum for critical thinking and reinforces concepts for struggling learners, such as those reading below grade level. It particularly enables students who use audiobooks to fully participate in lesson discussions

Genius Research is a dedicated period embedded in our young men's regular schedule that provides the independence of thought and self-direction craved in adolescents. Both teachers are facilitators, answer questions and help students make plans for how to get research done, and teach fundamental research skills. It is a time when they can explore their own wonderings in a supportive academic environment.

Gamification with digital blended learning is used as a schoolwide technique to maintain a relevant learning environment that motivates young men to remain engaged in line with developmental growth. EC Prep introduces Classcraft⁴⁶ as a motivational approach that is firmly rooted in the Self-Determination Theory (SDT), a well-researched psychological framework championed by the Rochester University Medical Center⁴⁷.

The House System is a schoolwide technique to motivate young men to excel - whether in the classroom, on adventures outside school, in the community, as individuals or with their House-mates. Mutually supportive behavior is rewarded through peer and school accolades. There are four to eight Houses depending on need, to which students are randomly appointed, and which will be managed through the application



designed at the Ron Clark Academy, who has been using the House system effectively for 13 years.

These two figures provide. House members work together as teams on tasks, providing another level of mutual support for those who need additional discussion, explanation and assistance with content such as reading or writing assignments. Teachers or assigned House mentors monitor how such assistance

is delivered, and Houses have the opportunity to earn points for positive classroom collaborations - within a House, and also across House lines. A student who feels disengaged from a class, is engaged in his House and with his House-mates, giving him an entry point into the thematic subjects being covered. The House system discourages any sense of isolation, as rewards come more easily when an entire House collaborates.

Teacher Focused:

⁴⁶ <https://www.classcraft.com>

⁴⁷ <https://www.urmc.rochester.edu/community-health/patient-care/self-determination-theory.aspx>

Double Planning periods⁴⁸ give the EC Prep faculty an average of 120 minutes per day and 625 minutes per week, as opposed to the public school standard of 225 minutes per week, of planning time to ensure effective curriculum and instructional delivery. To be most impactful, a schedule of peer collaboration and leadership planning and coaching are in a rotation that is not overwhelming but meant to use this extra time to maximize student impact.

Co teaching⁴⁹ with specialty teachers is the EC Prep *flexible teaching model* that takes the traditional Collaborative Team Teaching classroom and specializes it by separating teacher roles and by having one position filled by a specialist that matches the needs of the class' student makeup.

I.4.b Describe how these evidence-based instructional methods support high standards of achievement and are accessible and appropriate for all students at all levels, including English learners/multilingual learners, students with disabilities, students who enter below grade level, above grade and other at-risk students.

As described above in this section, EC Prep relies on the UDL methodology to remove barriers that learners encounter when engaging with curriculum. This applies to pre-planned practices and techniques set in place particularly for barriers that EL/ML students with disabilities, and at-risk/at-promise young men will encounter.

Audiobooks at EC Prep are a mitigation technique to ensure grade level content to all learners. In middle school, students are well on their way to reading to learn rather than learning to read and audiobooks keep them apace. Slow readers can increase fluency as they read along, yet not fall behind. Students on the dyslexia spectrum can focus on content and have shown increased accuracy.⁵⁰ EL/ML students can listen and relisten to text as needed to mitigate the focus on language learning and provide ample opportunity to redirect attention to content.

Stacey Waite's PhD thesis *Embracing Audiobooks as an Effective Educational Tool*⁵¹ connects millennials' increased engagement with technology, and its central role in socialized operations. Similar patterns were noted in relation to other digital formats like ebooks. For example, a 2015 study found that, after participating in an ebook intervention, the percentage of boys who felt reading was cool increased from 34.4% to 66.5%.⁵² More recently, the National Literacy Trust's 2019 report on children, young people, and digital reading showed that disengaged boy readers are more than twice as likely to say that they read fiction on screen compared with their more engaged peers (25.4% vs 9.8%) (Clark & Picton, 2019).

Socratic Seminars is a highly social technique that aligns with the work of Lev Vygotsky, Jean Piaget, John Dewey, and Paulo Friere where open ended questions drive thinking, deep reflection and learning and any student has the opportunity to contribute⁵³. The main skill needed for

⁴⁸ <https://www.weareteachers.com/more-planning-time-please/>

⁴⁹ <https://www.readysetcoteach.com/the-benefits-of-coteaching-for-both-students-and-teachers/>

⁵⁰ See, for example, Anna Milani, Maria Luisa Lorusso and Massimo Molteni, "The effects of audiobooks on the psychosocial adjustment of pre adolescents and adolescents with dyslexia", *Dyslexia* 16: 87–97 (2009) and The Dyslexia Association, "Audiobooks & eBooks", <https://www.dyslexia.uk.net/assistive-technology/assistive-technology-reading-writing-spelling/audio-books-ebooks/>

⁵¹ https://soar.suny.edu/bitstream/handle/20.500.12648/5242/ehd_theses/1218/fulltext%20%281%29.pdf?sequence=1&isAllowed=y

⁵² Irene Picton and Christina Clark, "The Impact of Ebooks on the Reading Motivation and Reading Skills of Children and Young People: A Study of Schools Using RM Books" (London: National Literacy Trust, 2015).

⁵³ <https://www.readwritethink.org/professional-development/strategy-guides/socratic-seminars>

participation is listening. Inquiring is more important than “getting it right”. However, to move learning for all learners, the Socratic Seminar allows teachers to set up peer group teaching where students are grouped by skills with each in a role of strength and in a position to support one another. Roles may include: lead reader, observer, note taker, illustrator or even a more creative role like screenwriter or choreographer. EL/ML students may creatively participate through activities such as taking important pieces of conversation and translating it into their native tongue in the role of recorder, while students with literacy deficiencies create interpretive storyboards or make videodocs.

Genius Research is one of the higher order concepts for learning found in the Connecticut Core State standards (CCSS). It provides opportunities for students to become masters of their learning. Genius research may be library time, crafting and building as an extension of a lab or even enrichment through a completely non-school related topic of interest. Corporations across the spectrum of industries use some form of this concept in the workplace. For example, Google allows its engineers to spend 20% of their time working on independent pet projects of personal interest. Google found that higher productivity was a side effect and worked so well that upwards of 50% of Google’s projects have been conceptualized during this creative time. This includes the development of Gmail and Google News: projects created through the passions of their developers.

In education, many schools across the country use this technique, commonly termed “genius hour”, including The Everyday Classroom Tools Project (Project Zero) via Tina Grotzer and Harvard GSE, but much of K-12 inspiration came from the book *The Passion-Driven Classroom: A Framework for Teaching & Learning*, by Angela Maiers and Amy Sandoval. However, more recently, A.J. Juliani wrote a book about *Genius Hour and 20% Time* in education and provides a well rounded set of research based connections⁵⁴ to the importance of and efficacy in utilizing genius time for this form of self-directed student learning. Juliani connects the CCSS to genius time across multiple domains and content subjects.

Gamification fulfills a young man’s need for exercising control, developing competency, and experiencing relatedness, all of which are developmentally appropriate. External systems like gaming are significant pathways to foster intrinsic motivation. Self-determination theory is a macro theory of human motivation and personality concerning our inherent growth tendencies and innate psychological needs. The motivation behind the choices is the focus on three key psychological needs that are believed to be both innate and universal. The needs for: Autonomy, Competence, and Relatedness. The concept of intrinsic motivation is the critical component of the theory being that the more basic psychological needs are attained, the more behavior is self-determined. By enabling educators to use familiar gaming mechanics in their instruction, Classcraft helps students see meaning in school and develop the competencies to become better learners. From academic performance to social and emotional learning growth, student motivation with tiered intervention is critical to driving learning outcomes for all types of learners. Classcraft uses gaming principles to re-imagine students’ learning experiences and empowers them to reach their full potential.

⁵⁴ <https://www.ajjuliani.com/blog/research>

Classcraft is used throughout EC Prep as a technique for creating fun and rewarding classrooms and is representative of the culture of EC Prep as a school in action. It specifically is used for:

- Student Engagement: Create, and when warranted renew, excitement for learning
- Classroom Management: Improve student behavior and save time
- Personalize Learning Quests: Turns lessons into engaging adventures connecting academics to the House system
- Story Mode: Assist faculty in starting ‘quests’ faster with premade story lines.

Double Planning periods⁵⁵ are still considered a luxury in many schools, but are an integral part of the learning environment at EC Prep and its commitment to maintaining a professional environment. [In a survey of more than 500 classroom educators, Frontline Technologies](#)⁵⁶ found that 55 percent want more prep time and found that their time was often eaten away at by meetings and interruptions unrelated to preparing for focused instruction. [Recent research from the National Council of Teacher Quality \(NCTQ\)](#)⁵⁷ shows us how much prep time districts give their teachers. The results are alarming. Teachers' time is historically not seen as important enough to schedule and is more often than not eaten away⁵⁸. These two phenomena are removed from the EC Prep learning environment and replaced with double planning periods that support effective teaching and devotes needed time to strategizing around, reflecting on, and taking action to improve student progress as we know we are working with a complex and high needs population that requires curriculum effectiveness, and ensuring all faculty stakeholders have input. Teachers have more time to tie-in targeted concepts from the thematic studies and reinforce them with UDL intervention practices.

Co-teaching within a flexible staffing model separates teacher roles provides a lead academic teacher that focuses on strengthening lesson plans and instructional delivery. The specialist, a special education, ESL or reading teacher, focuses on mitigation techniques of instructional delivery and assessment. Together they provide a strong, UDL-based classroom that functions as a whole, allowing any add-on differentiation to be smoothly set into place/motion. Having one teacher be a specialist gives additional support to both the teachers and the students in understanding how to enhance instructional delivery, and benefits students who get exposure to different teaching styles and strategies in an inclusive setting that reduces perceived stigmas. The premise follows an understanding of what differentiation is and isn't as succinctly explained by Carol Ann Tomlinson in the ASCD article, *7 Reasons Why Differentiated Instruction Works (2017)*⁵⁹. Other benefits include increased opportunity for mitigation and differentiation with integrated accommodations and modifications, lower student-to-teacher ratio, continuity of instruction, and more immediate and accurate feedback for students, which are beneficial to all types of learners.

The House System is a social emotional learning component of the curriculum as well as one that expands academic learning. It builds on a boy's natural tendency to compete, but our teams are built to be inclusive and reflective of the student population. Young men are guided to build

⁵⁵ <https://www.weareteachers.com/more-planning-time-please/>

⁵⁶ http://www.frontlinek12.com/Blog/August_2013/5_Things_Your_Teachers_Want_You_To_Know.html

⁵⁷ <http://www.nctq.org/commentary/article.do?id=279>

⁵⁸ <https://www.gse.harvard.edu/news/uk/19/09/gift-teacher-time>

⁵⁹ <https://www.ascd.org/blogs/7-reasons-why-differentiated-instruction-works>

habits of success and fulfill the EC Prep vision of graduating young men that are resourceful, resilient, responsible, and reliable young men, unafraid of taking action.

Social emotional learning provides a way to unify our young men through diverse teams in supportive camaraderie. It doesn't matter where a young man comes from, all that matters is how he adds to the team. Each young man provides value and a unique perspective to problem solving. This reduces isolation and increases inclusion. Service learning projects in the House are an integral part of supporting this type of development.

Academic learning in the House system manifests in areas such as team members completing homework assignments or taking the lead for a class presentation. It also appears in collaboration on extended projects from their novel studies, genius research, and demonstrated action such as service activities or extra STEAM builds that stretch their practical learning. Adventure learning through experience and exposure takes place in Houses and may roll over into attendance at the Saturday Academy.

In addition to the above House operating standards, EC Prep's young men are taught strong communication skills that culminate in them participating in The Amazing Shake, a competition that places an emphasis on teaching students manners, discipline, respect, and professional conduct. They acquire the understanding of the nuances of professional human interaction as they are taught skills such as how to give a proper handshake, how to "work a room," how to give a successful interview, and how to remain composed under pressure. Our goal is for the young men to be ready to present themselves as resourceful, resilient, reliable, responsible young men of action, ready to tackle opportunities today and those that will come in the future.

I.4.c Describe how the proposed school will create a data-driven culture to meet a wide range of student needs using differentiated or personalized instruction.

Data is the responsibility of all of EC Prep's staff as part of a data-driven culture. The Executive Director owns overall management responsibility and delegates each section of the CDM system to its supervisor. A Data Analysis Team is led by the Director of Teaching and Learning, and includes Coordinators and the Data Manager. The Data Manager is responsible for compiling and disseminating aggregate and disaggregate data schoolwide. S/he manages the EC Prep CDM system that has appropriate access portals for every stakeholder in the school including dashboards for the Governing Council, school leadership, and faculty, and portals for both the parents and students.

Assessment data is gathered from a variety of formative, summative, informal, formal, diagnostic, and other means such as teacher anecdotal records and outside service providers, as well as from direct observation, home visits, IEPs, and documentation compiled for each child during enrollment. The CDM system is used to generate reports and to analyze how categories such as behavior or attendance affect achievement in particular classes and subjects, either individually or within cohorts. This aids with curriculum planning, assessment and reporting, attendance and behavior, and parent engagement. The Executive Director and Director of Teaching and Learning meet monthly with the Council Education Committee to discuss analysis results. If warranted, the Committee may call for additional information or meetings. Data drives

key decisions on school policies, strategic planning and budgeting, adjusting school progress toward student achievement goals.

A **continuous multi-tiered progress monitoring approach** facilitates direct tracking of student achievement. It provides a multi-perspective view of the school's progress toward meeting the achievement goals and set growth measures and addresses three different levels of aggregate and disaggregate data:

- 1) Student level - with the teacher using individual assessment data to inform instruction;
- 2) Classroom level - by administrators using individual data to evaluate the effectiveness of the curriculum and instruction; and
- 3) Schoolwide level - by School Leadership and the Council using data to make programmatic and resource allocation decisions.

The School's calendar will be finalized in the pre-opening planning period. It will contain early release Fridays (at least one hour each) and at least four full-days of Professional Development each school year dedicated to Data Analysis - where data is analyzed together as a school-wide effort that entails cross collaborative discussions and is in addition to weekly monitoring and analysis by cohorts of faculty during double planning periods for various purposes.

Multi-tiered progress monitoring is sustained by the understanding that building a 360-degree view from multiple perspectives produces significantly better insight into challenges, growth and progress of students and programs. The Data Analysis Team gathers such multifaceted data for actionable analysis reports, of particular value to classroom teachers.

School Leadership can **communicate** goal specific evaluation data with teachers, support staff, students, parents, and the community to create school-wide processes and practices and a norming of assessment. Leadership conveys accurate information regarding the mastery of learning goals of individual students, class sections, and the school very clearly using the real-time views and analysis of data.

Progress Monitoring: The Data Analysis Team meets monthly to create the school-wide assessment progress report and create short- and long term adjusted goals driven by the data. This monthly snapshot is presented at the Council Education Committee at monthly meetings to inform and maintain the quality of Council decision-making.

Assessment tools across the classes and grades are reviewed for **reliability and validity** by the Data Analysis Team. During analysis, multiple sources are used to track student trends, examine disaggregated data, and conduct a comparative analysis for reliability and validity. Reliability in the classroom is evaluated for how teachers administer a variety of assessments and allow students to demonstrate their learning in a variety of ways. Teachers choose specific data that connects to a standard to validate a students' end of unit summative performance task and scoring rubric. Students reflect on their assessment artifacts and also look for evidence to validate their learning in specific unit tasks that demonstrate a skill that is being addressed in their individual, standards driven, learning plan (ILP).

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

The Executive Director will use every means (See Section XX) to find and onboard teachers who are familiar with delivering key aspects of our program. EC Prep's Executive Director develops the school-wide professional development (PD) program, which is monitored and managed by the Director of Teaching and Learning (DOTL) for teaching staff. School leadership and teacher **quality and effectiveness** are the critical levers to achieving our mission of high student engagement and success, and creating stable programming. This premise is supported through research, particularly that done by the "Gates Foundation's [Measures of Effective Teaching \(MET\) study](http://k12education.gatesfoundation.org/teacher-supports/teacher-development/measuring-effective-teaching/)⁶⁰. The MET study and other research have consistently found that no school-level factor matters more to student success than high-quality teachers" (CT State SEED Model⁶¹).

Student growth targets are what drive conversations between teachers and leadership about collective and individual teacher PD needs and instructional strategies used to engage students to meet or exceed their learning goals. As such, EC Prep invests in **four levels of PD**:

- 1) Summer Institute - dedicated teacher training time;
- 2) Ongoing professional development – dedicated days and times;
- 3) Active coaching and the Critical Friends Group® Protocol; and
- 4) Outside opportunities – workshops, trainings, and courses chosen for personal growth plans established to guide the differentiated needs of instructional staff.

Summer Institute for teachers kicks off professional development each year to ensure faculty is proficient in our curriculum and instructional delivery methods, as well as to provide collaborative time to collectively analyze data points and make plans. This is when our curated practices such as Socratic Seminar and use of gamification through ClassCraft is rolled out. EC Prep's school-wide culture of high expectations is set in motion in a supportive atmosphere. A culture of unity and collaboration, shared vision, curriculum ownership and the understanding that teacher support is a personalized professional experience is fostered. We emphasize how we live our mission of diversity throughout the entire school, including professional development.

Ongoing Development

Throughout the school year early release Fridays and full-day professional development days are used for continual training of instructional staff and school leadership on a variety of topics including thematic novel-based and thematic-led learning, and maintaining a school environment that addresses social emotional learning and restorative discipline practices in an all-boys school. Based on what the data reveals, school leaders break teachers into skills groups and add identified deficiencies to the professional development calendar on an on-going basis so that professional development is differentiated and meaningful. The Executive Director, Director of Teaching and Learning, Coordinators and the ESL/TESOL specialists provide on-going and ad hoc training for specific topics such as intervention strategies, classroom management, lesson planning, and use of the CDM system.

Daily collective double planning time for all instructional faculty facilitates grade-level work averaging four (4) hours per week. In collaboration with Coordinators, faculty use data to inform their instruction and develop options for strategies like flexible student groupings. Time sensitive

⁶⁰ <http://k12education.gatesfoundation.org/teacher-supports/teacher-development/measuring-effective-teaching/>

⁶¹ <https://portal.ct.gov/SDE/Evaluation-and-Support/SEED-Model>

and short duration tweaks are made to lesson plans, and units of study if needed, to meet student growth, progress, or special needs as a result of thoughtful professional conversations.

Active coaching by school leaders, coordinators, and specialists is part of the professional development rotation. For example, the Special Services Coordinator provides training in UDL, intervention protocols, identification and assessment of struggling students and progress monitoring. S/he informally observes in classrooms, models instruction, and provides resources for general education teachers. The Social Worker and Dean of Students conduct ongoing training on social emotional issues and compliance with components of State Anti-Bullying Laws and Regulations.⁶²

A professional climate embodying genuine support, based on the CT State SEED framework for teacher evaluation, is used to encourage support of teachers and promote retention. In addition to student data-driven conversations, the Director of Teaching and Learning meets with each teacher to collaboratively set Personal Growth Plan (PGP) goals based on specific standards and indicators. The Executive Director, Director of Teaching and Learning, and Coordinators, who share a weekly rotation schedule, each hone coaching and feedback per their specialty and to target those standards during their informal observations. Informal, non-evaluative feedback is inherent in EC Prep's professional development model. Discreet real-time feedback and debriefing approaches are used to provide actionable data tied to coaching, observation and the SEED framework. Informal observations done in the course of professional development are not linked to the teacher's annual evaluation.

Coaching sessions include examining student artifacts and data, modeling exemplary practices, analyzing videos of lessons, and discussing case studies. Once a teacher moves into the Applying and/or Innovating levels of their PGP goals within the Framework, the Director of Teaching and Learning works with them to select a new goal fostering a culture of growth and continuous improvement that provides unique, frequent, individualized support to everyone. EC Prep, to ensure beginning teachers successfully transition from preparation to the role of professional educators, will follow and participate in the Connecticut General Statutes Section 10-145o teacher education and mentoring (TEAM) program that includes guided teacher support and coaching and the completion of instructional modules.

EC Prep teachers are guided by the Coordinators to implement, through **shared practice**, a professional learning community of a peer Critical Friends Group® (See section I.3.d *Assessment of curricular implementation*). By creating a safe environment for constructive feedback and critique, Group members work collaboratively to improve practice. Meeting with grade- and/or department-peers is scheduled for early release days.

To build **organizational capacity**, EC Prep is discussing partnering with NHSD colleagues to share practices through joint PD workshops and training as well as through inter-visitations and Edcamps⁶³. Further individual staff **enrichment opportunities** are encouraged through courses, training and conferences offered by Harvard Graduate School of Education, Center for Educational Innovation-Public Education Association, Build-Excel-Sustain (formerly Building

⁶² <https://www.stopbullying.gov/resources/laws/connecticut>

⁶³ <https://digitalpromise.org/edcamp/>

Excellent Schools), Uncommon Schools network, and the Achievement First network. If financially viable, teachers are provided leadership stipends to build scalable skills for curriculum development and lesson delivery, make observations and provide constructive feedback, and benefit from coaching and mentoring. Teachers are asked to self-identify content-specific PD through organizations such as National Council of Teachers of Mathematics, the National Science Teachers Association, and Reading Taxonomy training by Uncommon Schools and to turnkey with fellow staff. School Leaders have the same opportunities in addition to guidance provided by the General Council and their professional networks towards ensuring they are properly able to guide teachers.

Formative evaluation is used to modify and improve the professional development program and takes place throughout the year.

Summative evaluations are used to measure how effective the professional development (PD) process is for student outcomes. Unit and Interim Assessment Benchmarks are used to determine whether the PD program is closing the achievement gap. When student assessment results improve after focused PD sessions, the program is considered effective. Ineffective PD initiatives are improved upon or eliminated.

The **Effectiveness** of the professional development program is evaluated using multiple data points. These are collected through formative feedback on the curriculum, student and teacher reflections, and feedback on PD sessions. Program evaluation provides a cross-check to improve its quality and determine its overall effectiveness. Systematic analysis of student performance data and teacher data as guided by SEED, with suggested evidence pieces from the Marzano framework, are used to inform school leaders of areas of weakness in planning and instruction and, therefore, in professional development.

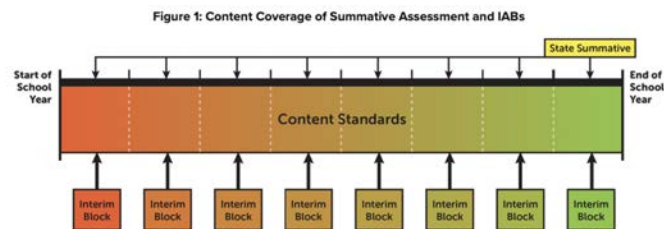
Teachers take surveys after each PD session to provide information on strengths and areas of growth. Through questionnaires, observations, self-assessment instruments and analysis of teacher evaluation records, instructional leaders analyze how the PD programs have improved teacher practices and student outcomes. Teacher proficiency levels within the SEED framework, matched against their professional growth goals, provide information on instructional efficacy.

1.5. Student Assessment

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

At the core of EC Prep assessment is the student-centric Standards Referenced Grading Protocol (SRGP) that finely maps academic progress as attached to benchmarks in the state standards. Evidence of reaching benchmarks in the standards is collected and stored as a digital assessment folder in the CDM system. The CSDE 2022 Sensible Assessment Practices is used to guide our protocols and is applied to all students, including those with disabilities and English learners.

The Smarter Balanced Interim Assessment system of Interim Assessment Blocks (IABs) will be implemented as shown here. Each school year a detailed assessment calendar is planned for each grade and with mindful consideration of students in need of additional assessments or modified assessments. IABs are scored immediately to provide actionable data. Outside of testing, IABs also enable teachers to use the system as do-nows that are incorporated into the curriculum and inform teachers what parts of lessons to adjust or reteach. Validated assessment is used for its intended purpose with a continuous feedback loop that helps modify and fine-tune instruction. Section I.5.c contains other proposed assessments.



Progress Toward Achieving Goals. EC Prep’s assessment protocols focus on what a learner can do at the time of assessment. Protocols gauge authentic learning, give value to diversity, and support and inform change. Through the implementation of an SRGP assessment system, driven by goal setting and the evidentiary data, we will clearly know where each student is in meeting grade level benchmarks and standards. Data on categories, such as attendance and completion of assignments, are tracked through the CDM system and used in support of conversations assessing academic achievement, personal growth, and habits of success. This data contributes to a student’s assessment folder, so that the folder is more than just a work folder; it is a picture of student progress, the curriculum, and instructional delivery. Our multiple-measures of assessment and continuous progress monitoring protocol, together with the SRGP, brings alignment to our view of meeting our school-wide performance and accountability goals and predictive performance on assessments such as the Connecticut Smarter Balanced Assessment. A thoughtfully planned assessment calendar is in place that provides the needed data at the optimal times of the year and mitigates student testing burnout.

Reliable and Valid Assessment. EC Prep faculty choose additional unit assessments to administer and utilize formative tools such as exit tickets during lessons, and maintain a log of anecdotal notes and more as multiple measures. Analysis of all data is used as a check-and-balance to confirm patterns and suspected causes of both growth and stagnation in student learning. The Data Analysis Team works together to analyze data and confer with teachers regularly in a coaching capacity to ensure teachers are mastering the use of data.

Understanding and Commitment: As a school that is in a constant state of reflection toward meeting its goals and fulfilling its mission, everyone in the school community leads the use of data within their domain:

- The Council has the lead in the use of data to monitor the progress of strategic plans and oversight of policies in closing the achievement gap.
- The Executive Director has the lead in the use/cross-collaboration/cross-dissemination of data to all stakeholders to ensure school-wide processes, procedures, programs, plans, and support mechanisms benefit students and meet the school mission. The Executive Director and Director of Teaching and Learning are responsible for ensuring all

assessments are aligned with Connecticut Core Learning Standards, CT Law, and applicable policies of the State Education Department.

- The Director of Teaching and Learning leads the use of data to drive both teacher and student support, including curriculum scope, design and implementation; tracking various cohorts; and evaluating teachers and the efficacy of professional development and methodologies. S/he ensures all staff have access to, and the ability to navigate assessment data. The Director of Teaching and Learning facilitates teacher collaboration in interpreting and acting on data as leader of the Data Analysis Team.
- Academic Intervention Teachers take the lead in the use of data to drive instruction and student achievement holistically within their classroom.
- Parents use the portal to follow the progress of their son through each unit of study.
- Students use the data through their Individualized Learning Plans and assessment folders to drive their achievement.

Measuring and Reporting. The Council Education Committee utilizes data at monthly meetings with the Executive Director and Director of Teaching and Learning to monitor and plan key decisions related to assessment and achievement of students. School leadership and the Council Education Committee have a year-end review of assessment data as part of their evaluation of performance indicators in the accountability plan. Throughout the school year, the staff have ample opportunity to reflect on multiple data points covering areas directly affecting student performance. The Executive Director or designee is responsible for reporting any required information for the CT Student Information Repository System.

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

EC Prep will comply with all applicable rules, regulations, guidelines and mandates for administering Connecticut state examinations to ensure “*the full participation of all general education students, students with disabilities, and students identified as English learners in all applicable state assessments*” for grades 5 - 8.

As currently stipulated, all students equitably participate and abide by the same performance expectations on the state exam. IEP and 504 plan mandated support and accommodations will be tracked and implemented by the Dean of Students, Special Services Coordinator, and Social Worker as part of an EC Prep School Based Support Team (SBST). This protocol ensures the appropriate student accommodations and appropriate assessment tool is in place in accordance with the Connecticut Smarter Balanced assessment guidelines for usability, accessibility, accommodations and the Planning and Placement Team process. Students with the most significant cognitive disabilities who meet specific criteria may be permitted to take an alternate assessment for ELA and/or math based on alternate achievement standards, which will be decided on by the SBST. English learners who are enrolled in their first year of school in the United States will have exceptions made. EC Prep will utilize the state’s guidance and participate

in any offered training by the state or consortium for Alternate Assessments based on Modified Achievement Standards (AA-MAS). Additional testing may be done using tests such as Dibels⁶⁴, an assessment tool for students with disabilities like dyslexia in addition to other measures.

EC Prep will open with 5th grade classes its initial year growing one grade per year and therefore anticipates our assessment program to be fully implemented and accessible in accordance with Connecticut state guidelines. For example, our 5th grade and 8th grade students will take the NGSS exam at the appropriate time. The assessment program includes appropriate measures to prepare students for the standard assessments and the computer-adaptive testing model as well as training for teachers and staff.

Using the Smarter Balanced IABs, EC Prep has an internal assessment protocol that uses cycles of assessments allowing for more immediate student assessment and immediate intervention. This real time data directly answers questions of whether teachers are properly addressing, and students progressing toward, IEP goals and/or English language proficiency. The real-time data is also used at Coordinator planning meetings to make updates for improved curriculum effectiveness.

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

All data points are managed using the EC Prep CDM system that enables the user to generate reports with multiple data points according to a desired option. Student data is generated on both academic and non-academic data points. Disaggregated groupings can be established and pinpointed using the CDM system.

Using the CT State Sensible Assessment Practices to empower teachers, **reduce testing time**, maximize instructional time, ease student transition from the summer back to school, and accelerate student learning, EC Prep will implement a four-step approach to targeted assessment and instruction:

- Before the start of the student school year teachers are supported to utilize the information and longitudinal data that are already accessible in the school district to “assess” their students, particularly incoming 5th graders. This is a faculty wide collaborative initiative that entails reviewing non-assessment data such as the Early Indication Tool support level (i.e., Low-Medium-High), attendance, discipline, mobility, and challenges; and all prior assessment data such as the Kindergarten Inventory, Smarter Balanced, Next Generation Science Standards (NGSS), IABs including Focused IAB, LAS Links, fall/winter benchmark test scores, and IEP Progress Reports. Students who are new to Connecticut public schools will be screened using the Interim Comprehensive Assessment (ICA).⁶⁵ As addressed under the professional development sections of this

⁶⁴ <https://dibels.uoregon.edu/dibels8>

⁶⁵ The Smarter Balanced Interim Comprehensive Assessments (ICA) are similar to the summative assessments in length, content, and format. Each content area ICA has two parts, a grade-level ICA and an ICA Performance Task. Both parts of the assessment must be completed in order to obtain information about student performance on the assessment. While all Smarter Balanced assessments are untimed, these fixed-form tests may take over three hours to administer when educators use both sections of math and ELA. If necessary, these assessments can be given out of

application, teachers receive supportive professional development on assessment and data literacy.

- At the start of the school year, time is invested in building up the school culture before jumping into assessments to minimize student anxiety. The first unit of study is delivered with its accompanying formative assessments as the course of a normal school environment. Reviewing of prior year's content may be done.
- Once the school year is in full gear the shift to grade level content takes place. Focused, regular IABs serve as quick **diagnostic** precursors to the on-grade instructional unit. This data tells teachers the strengths and weaknesses of the students in their class and confirms the correct selection of UDL mitigation practices embedded in the curriculum and identifies the potential personalized add-on differentiation that may be needed.

Formative assessment practices focus attention on teachers gauging the impact of their teaching by eliciting evidence of student learning, providing feedback, and adjusting their teaching. Tier 2 supports are offered to students based on the information derived from the formative assessment practices. The support can be either embedded in the classroom or provided separately based on student need. At the end of the unit, teachers administer an aligned, on-grade IAB as a means of evaluating learning mastery.

At the end of the school year, on-grade **summative assessments** are administered to evaluate overall achievement on the state standards.

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

The Director of Teaching and Learning (DOTL) has the lead in using **data to drive both teacher and student support**, including curriculum scope, design and implementation; tracking various cohorts; and evaluating teachers, the efficacy of support methodologies used and professional development (PD). The DOTL facilitates teacher collaboration in interpreting and acting on data as leader of the Data Analysis Team, and is responsible for ensuring all staff can access and navigate assessment data.

As described under professional development, EC Prep provides a robust professional development program that is driven by teacher goals toward improved practice and what student data dictates as areas in need of support. Multiple measures of assessment, as a standard at EC Prep, means the expectation is set that a variety of assessment tools are implemented in order to gather that data. PD covers:

- Topics of assessment administration and assessment data analysis.
- How teachers choose, interpret and implement formative assessment during our schoolwide days focused on collaborative analysis of assessment.
- Weekly grade level planning meetings at which the Curriculum Coordinator provides focused training and support for formative assessment administration.
- How students demonstrate their learning through a practice of student choice. It provides a form of practical training as it brings the teacher into discussions with students around appropriate formative artifacts for inclusion in assessment folder artifacts. Both our teachers and our young men choose evidence pieces for their folders.

grade level. Automated scoring is available for most open-ended items.
<https://portal.ct.gov/-/media/SDE/COVID-19/SensibleAssessmentPractices.pdf>

- The collection of formative artifacts as evidence of levels of student mastery of their learning aligned to state standards.

Teachers establish a school-wide norming of assessments with reliable measures of achievement, informed through the collaborative co-planning environment. While the Curriculum has pre-planned assessments, teachers are able to vary the types of assessment they administer according to student need. Performance tasks, essays, presentations, multiple choice, and others are used within the same unit of study, so achievement is measured in multiple ways. At the end of each unit, teachers collaborate by reflecting on the unit progress and achievement, including assessment use and outcomes.

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

Students identified as at-risk of academic failure by their teachers or parent, including those who do not fall under any specified at-risk subgroup, but are still found to have risk factors that limit their engagement in the general classroom, are screened and fully supported before requesting a formal evaluation screening. They are referred to the Special Services/Education Coordination (SSC), who coordinates an **assessment** response for services across stakeholders and the student's environment, and ensures materials and processes are in place and functioning for each student. This may include observations, a review of student's SRGP, and review of analysis reports from the CDM system. The SSC monitors and suggests stop points to **evaluate** students that include the classroom intervention specialist, Data Analysis Team (DAT), Coaches, Social Worker, family and the RTI protocols. Following implementation of the full RTI plan and thorough internal analysis, EC Prep will initiate a referral for students not responding to interventions or those suspected of having a disability to the PPT.

ESL interventions are provided in small groups for those requiring more support through a classroom push-in model, or use of Sheltered English Instruction (SEI) strategies. SEI instruction is embedded in general teacher practice as with SIOP but is also utilized in more intensive small group or individual lessons by the ESL/TESOL teacher. A full-time ESL Specialist is on staff, with additional ESL Specialists hired if needed. Staffing of ESL specialists is flexible, including classroom specialists as part of EC Prep' flexible staffing model.

An EL/ML has automatic Transitional Inclusion Plans with supporting goals in their Individual Learning Plans that provide flexibility to work on readiness while remaining at grade level. Individual and small group instruction through ESL specialists, push-in, and pull-out models are options for language acquisition. If larger populations are present, the half class two-way immersion model, where groups of students up to 10 are pulled from two classes to form a full ESL/ESOL class. Implementing SEI SDAIE strategies is a tool for teachers that gives students access to the core curriculum and ensures instructional materials are matched with needs. It was developed to meet the needs of students with limited academic English skills, many of whom struggle to process verbal clues (spoken & written) without extra support. Both older and more recent studies demonstrate the success of SDAIE in creating great gains in language acquisition and academic content (Crawford, A.N., 2005; Edwards, 1984; Lafayette & Buscaglia, 1985). SDAIE use for the content areas in a second language adds substantially to the knowledge and vocabulary that students need as a base for comprehension as they read and think in any language

(Krashen, 1985). Examples would be color-coded materials/graphic organizers, word banks with picture clues or hands-on activities and demonstrations. The Los Angeles Unified School System as used this strategy successfully and has a basic teacher guide⁶⁶ to assist in implementation.

If deemed needed, Reading A-Z multilingual texts will be used to support instruction with books that target decoding, fluency, phonological awareness and high frequency words. The SSC monitors patterns and cross over **assessments** to **evaluate** both student progress and their needs other than those emanating from language.

Advanced or gifted students are identified over time by evidence collected in their SRGP by classroom teachers. Parents may also self-identify students and present artifacts as part of the **assessment** process to the SSC for consideration. Students are found to either need enrichment for depth of knowledge or acceleration for acquisition of knowledge and comprehension. The teachers collaborate with the School Based Support Team to plan extended learning opportunities that they monitor and use as SRGP assessments. This may include attending support classes at the Saturday Academy. EC Prep' curriculum framework naturally provides benefits from thematic-led learning, as it allows students to obtain pieces of enrichment based on how far they can independently stretch their critical thinking and project work in addition to what their teacher facilitates. The most powerful tool for delivering **services** to an academically advanced student is their ILP. Teachers use ILPs to create points within the curriculum continuum where these students receive enrichment in their academic, intellectual, social and emotional growth. An ILP in an thematic setting supports enrichment through engagement in research projects, extended hands-on learning, service learning, and additional action performance projects. Additional Gifted and Talented support comes via:

- The use of small, focused, differentiated teaching groups as part of an RTI protocol;
- Individual mentorship time and opportunities for extended House-focused project time;
- The introduction of additional Genius Research time or an allotment of time for independent studies;
- Transitional Learning Plans that schedule time in upper grades;
- Enrichment tutorials; and
- Saturday Academy classes.

Evaluation of students uses evidence gathered from above proficiency scores on IAB interim or State Smarter Balanced assessments, high achievement in reaching SRGP benchmarks, or demonstration of an accelerated ability in a content area.

II. STRENGTH OF ORGANIZATIONAL EFFORT

1. Experience and Expertise of Founders

II.1.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.

Edmund Cofield Preparatory Academy for Young Men is led by the vision of New Haven's long time resident and committed community advocate the Reverend Boise Kimber. His work in the

⁶⁶<https://achieve.lausd.net/cms/lib/CA01000043/Centricity/domain/22/master%20plan/MASTER%20PLAN%20CH%20%203%20ACCESS%20TO%20CORE%20TEACHERS%207-17-12%20TJ.pdf>

community makes him a frontline spectator to the plight of student achievement and lack of positive outcomes for more young men than not.

Dr. Boise Kimber, *New Haven Resident*, the founder of the Boise Kimber Christian Leadership School in New Haven (for adults), is highly present and respected in the greater New Haven community, not just for the depth of his knowledge and his caring for people from different walks of life, but also as a leading change-maker. His awards reflect his reach: as they include a 2019 recipient of the Keeper of the Dream Award National Action Network; 2017 recipient of the Distinguished Martin Luther King, Jr. Preaching Award, Morehouse College; the William Augustus Jones Award for Outstanding Community Service, National Action Network; Rainbow PUSH 2001 Community Activism Award, and the Johnson C. Smith University Athletic Scholarship.

Dedicated to service, Dr. Kimber has served as the Executive Secretary, Board of Directors, National Baptist Convention, USA, Inc; as Consultant to the Office of Multicultural Affairs and the Multicultural Center at Southern Connecticut State University, New Haven; as Fire Commissioner for the City of New Haven; as Director for Aids Interfaith Network, Inc.; as advisor to local labor unions; as Executive Director of the Social Justice Initiative; as a Former Chairman, Civil Service Commission; as Former Chairman, Affirmative Action Committee; and, as Chairman, Early Childhood Council, New Haven, CT. His hands-on life experience is bolstered by a BA in Sociology, a Masters of Religious Life and Education, a Doctor of Ministry degree with a concentration in social justice, and most recently a Masters in Sacred Theology from Yale Divinity School.

Michael A. Briscoe, *New Haven Resident*, has numerous organizational affiliations providing deep links with the community and a wide outreach network, including positions as: City of New Haven Mayoral Cabinet Member, Mayor's Office, New Haven, CT; City of New Haven Innovations Team; Board of Directors *Believe in Me Empowerment Corporation*, New Haven, CT; Advisory Board, Gateway Community College, New Haven, CT; and Chair, First Districts Health Initiative and Chapter Health Initiative Chair. He is deeply engaged in community service and created the Michael Briscoe scholarship for students seeking a career in public service and safety. His love of football began in High School, and continues with coaching today at Amistad High School. Mr. Briscoe was a firefighter/EMT, is active in community service and uses his fiscal management expertise, strong business acumen, grasp of complex issues, and understanding of business drivers in his work with the community. His experience and education in behavioral intervention using data-driven approaches to desired outcomes foster his focus on inclusion. Compassion and transformative management skills inform his unique ability to assess and reconstruct cultural concepts, redefine social norms and engage loyalty and advocacy making him a valuable member of the EC Prep Governing Council..

Larry Conaway, *New Haven Resident*, is a highly regarded and recognized educator, who has received numerous awards, including the TAPS Award from the New Haven Board of Education. With his deep experience as an administrator of several schools, and his work as a clinical therapist focused on individual and family therapy, he brings a fully aware, understanding yet practical approach to education in the demographic we are targeting. The respect with which he

is held, and the professional affiliations he is associated with will draw positive attention to the school, and increase interest in our proposed model.

Marcellus A. Edwards III, *Connecticut Resident*, is deeply engaged with his community, leveraging his organized, highly motivated and detail-directed problem-solving skills to broker relationships with service providers in the region. As a College and Career advisor at Hillhouse High School for the New Haven Board of Education, he assists students with FASFA preparation and determining their career paths after high school. His 30 years of experience in the transportation industry developed his interpersonal, executive, and administrative skills, which serve him well in multi-level teams, and prompt him to be deeply engaged with future generations. He is on the Board of Directors of the Water Camp Football Foundation, is Chapter President of the Omega Psi Phi Fraternity, Inc., a Committee Member of the New Haven Gridiron Club, an adjunct instructor at Gateway Community College, and more.

Shawn Desmond Marshall, *New Haven Resident*, brings a background in growth strategy development and in digital and social media, only accentuated through his certification in fundraising and development. Deeply engaged in the New Haven community, he has a strong network through his membership in the National Black MBA Association, his life membership in the NAACP and the Kappa Alpha Psi Fraternity Inc., his efforts as a Committee Chair for Guide Right Mentor Program and his membership in the Association of National Advertisers. His leadership and problem solving, client and partnership development, marketing and advertising/branding skills were honed while worked directly for a number of major corporations (including Vibes media, Bally Total Fitness, The Walt Disney Corporation, Eastman Kodak) in the US and in Mexico, and as a consultant to Fortune 500 companies. He presents a strong role model, as a multilingual marketing and sales leader, fluent in English, Spanish and Portuguese, with a beginner's grasp of Mandarin. On behalf of Leadstar Consulting, he is a business growth consultant providing insight, direction and digital media sales services to a range of clients.

Deirdre L. Moody, *Connecticut Resident*, has hands-on experience and core competencies in real estate, human resources/people management, contracts, immigration, HIPAA and 42 CFR Part 2, as well as litigation. As a results-driven professional with a demonstrated ability to work independently, her background in criminal justice and business management is compelling for board service, as are her strong time-management, analytical, communication, and organizational skills. She is a quick learner, self-starter and highly motivated, and is working as a privacy officer for the Cornell Scott Hill Health Center, where she provides Legal, Immigration, and Privacy support.

Lola W. Nathan, *Connecticut Resident*, has spent most of her career in the New Haven school system, including at the middle school level. She is well networked through her professional activities, and had been recognized with numerous awards and honors including: as a Mentor and Coach through the Teachers College, Principal Academy, Columbia University; Growing from Good to Great Steering Committee, New Haven Public Schools Leadership Book Study Groups; Connecticut Association of Schools' Mentor. She has participated in workshops on Effective Teaching Strategies (Robert Marzano), Accountability for Learning (Doug Reeves), and the School Development Program on Leadership. She is a member of the Association for

Supervision and Curriculum Development, is experienced as a principal, a special education coordinator, and as an administrator trained in business administration and education.

Genice T Nelson, DNP, MSN, APRN, ANP-BC, Connecticut Resident, is a highly gifted and trusted nurse. As a goal-oriented individual with strong transformational and situational leadership abilities, she is organized, highly motivated, and detail-directed as a problem solver, who works well in unison with staff, volunteers, and patients. As an innovative educator, mentor and role model, she is devoted to nursing education and learning and as a career-development mentor and counselor. She is known for directing complex projects from conception to fully operational status. With over 30 years' experience as a professional nurse, the past 18 have been as an advanced practice registered nurse - this deep, broad experience base has made her an effective administrator and manager, who has made numerous presentations, refereed and drafted articles, and received a number of honors and awards, including: the Greater New Haven NAACP Health Award, the National Sickle Cell Disease Association of America, Iconic Woman Award and the SCDAA Southern Connecticut, Sojourner Truth Award. She is deeply tied to New Haven, having completed her doctorate in from the University of Connecticut and a Master's from Yale (New Haven).

Dr. Leroy C. Williams, New Haven Resident, is deeply familiar with the New Haven School system, where he has been a principal in several High Schools, Administrator of a Middle School, and a special education aide and teacher. He has a very strong commitment to community, and his professional and community affiliations include American Federation & Connecticut Federation of School Administrators; National Association of Secondary School Principals; School Administrators Association; Connecticut Coaches Association and he was affiliated with the Dixwell Community House and the National School Leaders Network. He has received numerous awards, including the Larry McHugh Distinguished Service, New Haven Public Schools Service, James Hillhouse High School Service and So. New England Tuskegee University Alumni Club, Education Award. His doctorate from Columbia University is in Education Administration, and he is an experienced teacher, administrator who coached football and track.

Glen Worthy, Connecticut Resident, designs and develops educational service programs and activities; implements new procedures and procedural revisions pertaining to policies, personnel regulations, expenditures and administrative methods. He also determines appropriate staffing levels, directs management and coordination of staff, and designs and implements performance review standards for educational service staff while preparing and assisting with drawing up budgets. An experienced High School principal, he is also on the education subcommittee for the state of Connecticut Criminal Justice division of the Office of Policy and Management and its juvenile subcommittee, charged with developing a plan to coordinate educational services and programs for children in justice system custody. Among his noteworthy accomplishments, he lectured at Southern Connecticut State University on *Creating a Culture of Achievement through Collaboration and Professional Development*, on *School Budgets*, and at the Connecticut Association of Supervision and Curriculum on *Change, Collaboration and Coherence for Sustained Reform: Creating and environment for high levels of student achievement*. He is a highly motivated administrator working on his superintendent certification, and has degrees in

educational leadership, school counseling and health education. He is currently Educational Administrator, Department of Children & Families, who develops, implements and evaluates educational service policies, goals and objectives to meet educational service needs, and administers staff and operations of an educational services function.

The full resumes for each proposed founder and Governing Council member are included in Appendix A.

II.1.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.

Each member of the founding team will serve EC Prep on the Governing Council. None of them anticipates moving into other roles or relationships such as an employee or consultant for EC Prep. They are:

- | | | |
|-----------------------------|-------------------|--------------------------|
| 1. Dr. Boise Kimber | 5. Shawn Marshall | 9. Dr. Leroy C. Williams |
| 2. Michael A. Briscoe | 6. Deirdre Moody | 10. Glen Worthy |
| 3. Larry Conaway | 7. Lola Nathan | |
| 4. Marcellus A. Edwards III | 8. Genice Nelson | |

II.1.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.

We anticipate developing grant partners within the Connecticut circle of Philanthropists, and continuing our relationship with Community Foundation of Greater New Haven, M&T Bank and First Calvary Baptist Church as grantors, already very generous in helping fund the development of the school design and this application.

Ms. Voyka Soto, the founder and Executive Director of Friends of Sofara International (FOSI), an education focused non-profit whose mission is to support the enrichment of students, and her team worked closely with the EC Prep founders to help capture their mission and vision for the school. Ms. Soto has assisted with the development of this application and will continue to be engaged in our pre-opening period to assist with planning and implementing with fidelity the components of our charter. Ms. Soto is an educator who holds a Masters degree in International Curriculum and Assessment and has over 22 years of classroom and leadership experience.

EC Prep and its founding team are not partnering with or planning to partner with any organization to operate the school at this time.

II.2 School Governance and Management

II.2.a. Indicate the structure of the governing council, including officers, members (distinguish between voting and non-voting ex-officio members), and length of terms and committees (denote the officers or members on each committee). Please include an organizational chart that encompasses the governing council, council committees, and employees of the proposed school. No member or employee of the governing council may have a personal or financial interest in the assets, real or personal, of the school.

Governing Council Structure

Administrative Relationship. EC Prep understands the charter agreement is between its Governing Council and its Authorizer. The Governing Council administers the charter and adheres to a clearly defined administrative relationship with their Authorizer. All decisions the Governing Council makes are guided by the approved charter agreement, and it must seek approval from the Authorizer prior to taking actions or making decisions materially contrary to provisions in the charter. The Governing Council sets policies and provides oversight in collaboration with the Executive Director.

The governance structure of the school is detailed in Figure II.1 below. Appendix A provides resumes for the members of the proposed initial Governing Council, to detail experience and qualifications relevant to their capacity to found and sustain a high-quality charter school, manage public funds effectively and responsibly, and develop and strengthen ties within New Haven's diverse community. EC Prep by-laws state that the Governing Council is composed of no fewer than five (5) and no more than fifteen (15) members. At a minimum, seven (7) of the members will be from the New Haven community. Three seats are reserved, as follows: One (1) non-voting parent representative; one (1) non-voting, non leadership, teacher representative; and one (1) ex officio representative of the New Haven Council of Education, or designee thereof.

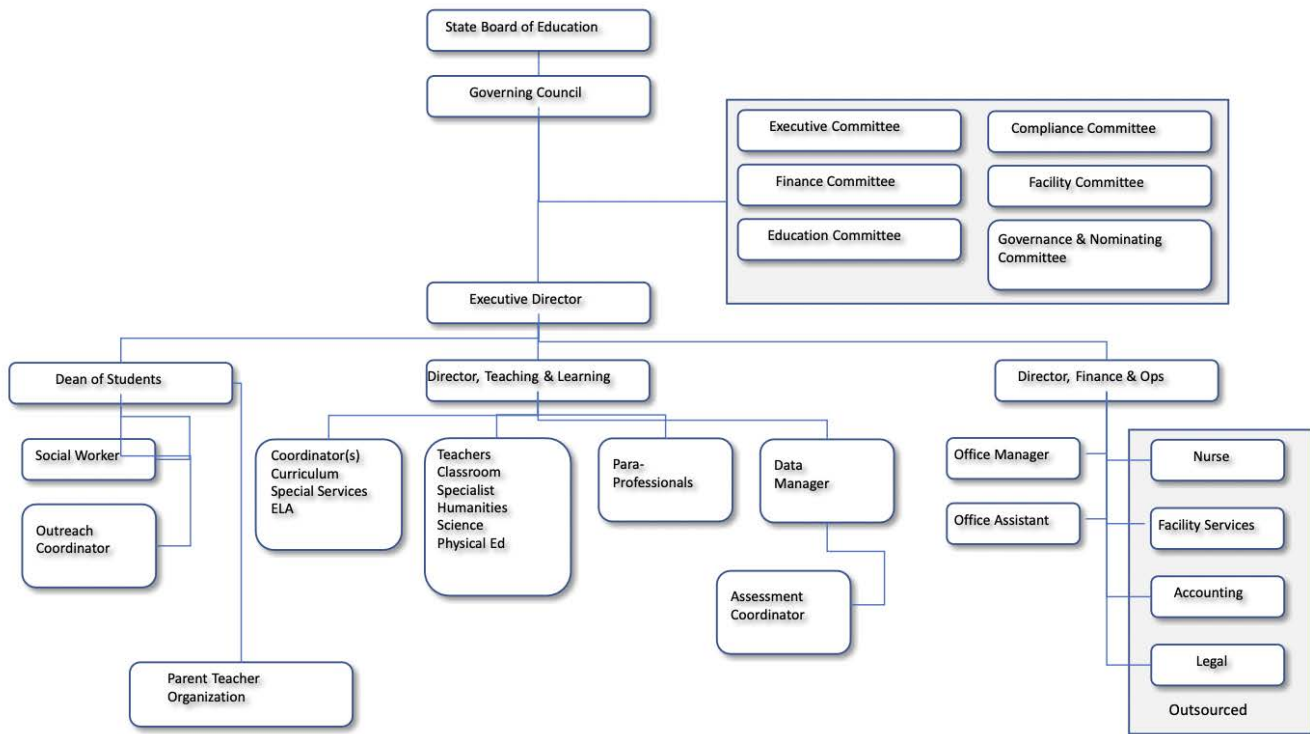
The *Officers* of the Governing Council are the Chair, Vice Chair, Secretary and Treasurer (*Article IV, S4.4 – S4.7*), each of which is a voting position. Of the Members of the Council, three positions are non-voting as noted above. Please see Figure II.1 for the EC Prep Governance Structure.

Length of Terms: Members of the Governing Council are to serve in staggered terms as indicated in the By-Laws, to avoid loss of continuity. Upon chartering of the school, the founding Governing Council will serve staggered terms as follows: 3 for the first 3 years (Chair, Treasurer); 3 for 1 year terms (Other people); 3 for 2 year terms (Secretary, V-Chair); Each renewable for one 3-year terms. New members (up to a Council total of 15) to serve three year terms from start date.

Committee: The bulk of the Council's work is conducted through Committees and their sub-committees or task forces (*Article III, S15*). Initially, the Governing Council has six (6) standing committees (Executive, Finance, Education, Compliance, Facility, and Governance and Nominating), each consisting of at least three members, except for the Executive Committee, with five. Per the By-Laws, the Governing Council may establish additional or ad hoc committees and Officers, as needed, such as for Fund Development or Hiring and Recruitment for school leadership. All Council members may serve on one or more committees provided they have the expertise, capacity and desire to do so.

The full Governing Council is to meet monthly or 12 times a year, following the Open Meeting Laws (*Article III, S3.9*). The By-Laws provide details on the procedures for conducting board meetings (*Article III, S3.9-S3.14*), and the procedure for providing *Public Notice of Meetings* to be held at the School (*Article III, S3.10*). At each meeting of the Governing Council, time is set aside specifically for teachers and parents to address the Council (*Article VI, S6.4*) and there is a mediation process for conflict resolution through the Compliance Committee (*Article III, S3.2*). Parental and staff involvement is extended to join Governing Council Committees and sponsored events.

Figure II.1 Organizational Chart:



II.2.b Describe the criteria and procedure for selecting officers and members of the governing council, including, teachers, parents/guardians, and local school board chair or superintendent or designee.

EC Prep’s By-Laws provides the details on the *Methods of Appointment or Election of Governing Council members (Article III, S3.8)*. The Governing Council respects the need to continually engage in Council Development, and will develop a recruitment plan for further development of the Council, staff, and school. Each member of the Council must believe in the EC Prep mission and be passionate about the priority of elevating New Haven's young men. The Governance and Nominating Committee (Nominating Committee), has the task of continually seeking new members to fill gaps, and engages in prospecting, contacting, recruiting, orienting, supporting, training, and evaluating prospective Council members. As needs or gaps in skills are identified, they are captured in job descriptions. The priority is to find candidates with the expertise to fulfill specifically targeted responsibilities, with diverse backgrounds, ages and expertise, and constituents that will contribute to and enhance the Council’s effective governance. Areas of expertise that the Council seeks include, without being limited to: education, finance, marketing, real estate, development, and law. EC Prep is actively seeking to recruit members with charter school, all-boys school, and appropriate education expertise. Other characteristics include a commitment to advocating on behalf of EC Prep’s young men, their families, our staff, the community, and charter schools, and having time to dedicate to the school, openness to fundraising and the ability to analyze multiple measures of student performance-based data.

The Nominating Committee will search for matches in the New Haven community, in Council networks, at VolunteerMatch, Education Leaders of Color, the National Charter Collaborative and at non-profit Council recruitment fairs.

The Parent representative seat is held for the President of the Parent Association who is duly elected no later than October 31st of each school year. The Teacher's representative on the Council is chosen by faculty each year once all hiring is completed in each school year's pre-opening period. The candidate must demonstrate proficiency and experience within the academic model and be able to represent his/her peers. Both the Teacher and Parent representatives serve at the pleasure of the Council.

Once the initial Governing Council is constituted, it will ratify its Bylaws (Appendix B) and other governing policies and procedures drafted during the application phase. Council orientations, trainings, self-development and professional retreats begin with receipt of the Charter. Council terms are staggered for continuity, and it votes annually on electing members who wish to continue service after their term expires. Initial Officer roles will be determined based on the individual Council members' expertise, time and willingness to execute the duties of the role. Officers serve at the pleasure of the Council, holding their term of office until resignation, removal, disqualification from service, or until a successor is named. At no time will any Governing Council member of EC Prep be able to sit on another Charter School board, be shared with another Charter School, or act on behalf of another Charter School as per C.G.S. Section 10-66mm-3 of CT's charter school law.

The Chair has general supervision, direction and control of the affairs of the organization, and such other powers and duties as the Council may prescribe and are in the By-laws. The Chair presides at Council meetings.

The Vice Chair steps in when the Chair is absent or in some way vacates their seat and performs all the Chair's duties and, when so acting, shall have all the Chair's powers and be subject to the same restrictions. The Vice Chair shall have other such powers and perform such other duties as the Council may prescribe.

The Secretary:

- a. keeps or causes to be kept, at the organization's designated location, a folder of minutes of all General, Executive and Committee meetings of the Council, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings;
- b. keeps or causes to be kept EC Prep's Charter and Bylaws, with amendments;
- c. arranges notice of the Council and Committee meetings as required by the Bylaws; and
- d. have such other powers and perform such other duties as the Council may prescribe.

The Treasurer:

- a. works closely with school leadership on large money expenditures;
- b. keeps or causes to be kept adequate and correct accounts for all property, receipts and disbursements;
- c. avails the books of all accounts available at all times for inspection by any Council member and/or the Authorizer;
- d. ensures all monies are reconciled for, deposited or caused to be deposited in the organization's name and to its credit, with the depositories the Council designates;
- e. disburses or cause to be disbursed the organization's funds as the Council directs;
- f. provides to the Chair and the Council, as requested but no less frequently than once every fiscal year, an account of the organization's financial transactions and financial condition to include any auditor findings;
- g. prepares or cause to be prepared any reports on financial issues required by an agreement on loans; and
- h. has such other powers and performs such other duties as the Council may prescribe including those of investment and charitable contributions.

II.2.c List the individuals who would serve as officers and members of the governing council, their names, relevant experience, and/or qualifications for serving on the council, as well as their relationship to the community in which the school would be located. Please note that the council should include the involvement of teachers, parents, and the chairperson of the local or regional board of education of the town in which the

proposed school would be located, or the designee of such chairperson, provided such designee is a member of the board of education or the superintendent of schools for the district or his/her designee.

Table II.1 Proposed Governing Council Officers for Opening Term		
Name	Brings to Board	Home*
Dr. Boise Kimber	Visionary founder, community service network, respected leader and trusted community advisor, known for multicultural activities, affirmative action	NH
Michael A. Briscoe	Organizational and Fiscal Management, Policy and compliance, addiction counseling, human services, behavior intervention, public safety communications	NH
Larry Conaway	Highly recognized and respected school administrator, clinical therapist, social worker, with fundraising and Board experience. Hiring, supervising, and evaluating staff.	NH
Marcellus A. Edwards III	Mentoring: College and Career Advisor NH Board of Ed, FASFA; leadership, problem solver, integrator; relationship builder with providers.	CT
Shawn D. Marshall	Growth strategy, brand leadership/advertising, digital and social media, partnership development, marketing, problem solving	NH
Deirdre L. Moody	People: Management/human resources; Legal: contracts, immigration, litigation, worker's comp, 42 CFR Part 2, HIPAA, privacy officer; Real Estate	CT
Lola W. Nathan	School administration, Substitute Teacher and Coach, Principal, Special Education Coordinator/Master Teacher	CT
Genice T. Nelson	Nursing, health care, teamwork, strategic planning, goal setting	CT
Dr. Leroy C. Williams	Administrator, Teacher, Special Education, coaching, community & personal affiliations and networks.	NH
Glen Worthy	Team builder, coordinates with leaders/teachers/community; Certified superintendent, counselor; principal	CT
<i>Parent Rep</i>	<i>To be identified</i>	<i>NH</i>
<i>Teacher Rep</i>	<i>To be identified</i>	<i>NH</i>
<i>Authorizer Rep</i>	<i>To be identified</i>	<i>NH</i>

* CT= Connecticut, NH - New Haven

II.2.d Describe the plan to appoint subsequent officers and members to the governing council, detail the recruitment, selection, and removal procedures. Please detail the recruitment, selection and removal procedures. Describe how the governing 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.

Recruitment for the Governing Council is underway, and the first nine founding team members bring a diverse set of experiences and skills to EC Prep (See Table II.1). Their resumes, in Appendix A, present the diverse accolades they have each received, and these accomplished professionals bring with them an extensive network of additional professionals who understand the communities the school hopes to serve, and who invest in local community service. EC Prep is developing clearly defined criteria for future candidate selection.

Selection is based on the need of the school, students, programs, or specific title vacancy. A job description will be created for each individual open seat or to match a recognized need identified by the Nominating Committee. An open call is made to all Council members for nominations, and they:

1. Identify potential suitable candidates and provide a CV to the Nominating Committee for review.
2. The Nominating Committee initiates contact with suitable candidates to have a professional conversation, discuss the school mission and vision, as well as the role and its responsibilities.
3. The best candidates are ranked, and their CVs are presented to the Chair of the Council. Acceptable candidate(s) are presented to the full Council for consideration, and a call for objections is made.
4. Objections result in discussion, with a potential initial vote to move the process forward or halt it. If there are no objections, or these are lifted, the candidate will be asked to meet with the Council (in groups or as a whole) within 30 days.
5. Council feedback is provided to the Nominating Committee, who will make a final recommendation of “not qualified” or “nomination for vote” at the end of the 30 days to the Council. Recommendations are accompanied by a coherent rationale and any available supporting qualifying/disqualifying material.
6. A formal vote is taken at the next Council meeting or at a specially called meeting to elect new members.
7. An affirmative vote leads to the completion of candidate paperwork and the Authorizer is informed.
8. New Council candidates meet with the Nominating Committee to discuss committee work and by-laws.
9. Finally, all new Council members are asked to meet with school leaders and staff and to complete the onboarding process with a governance training session.

Removal of a Council member may be for cause. A written notice is provided to the Council, who can examine the evidence, before engaging in a vote. A simple majority vote of the entire Council, but not less than the entire Council (excluding the member who is the subject of the removal action) is sufficient provided that the accused and each member receive at least one week’s prior written notice of the proposed action. Removal may constitute a suspension in serious circumstances of misconduct while full removal is under review. Additionally, the Authorizer may remove any member for misconduct, incapacity, neglect of duty or where it appears to the satisfaction of the Authorizer that the School has failed or refuses to carry into effect its educational purposes. A hearing in the proceeding for the removal for such Council member (s) shall be held before the Authorizer or a committee thereof, and the Council member(s) shall be given notice of time and place of proceeding.

Oversight and Responsibility - The primary role of the Governing Council is to enable EC Prep to achieve its mission as prescribed and permitted by its Charter and the authorizer. The Governing Council has distinct roles and responsibilities, and holds all fiduciary responsibility for EC Prep. . The Governing Council oversight role carries the responsibility of governance. It provides external accountability, internal oversight, and leadership. The Executive Director is responsible for day-to-day school operations, management of priorities and the overarching implementation of the instructional vision and is directly accountable to the Council’s Education Committee for achieving the school’s mission and goals. The Executive Director meets monthly with the Education Committee for discussions and updates on student centered progress, needs, and initiatives as well as issues and initiatives for parent engagement. The information gathered is presented at the monthly Executive Committee by the Education Committee Chair for discussion and an oral report is presented at the monthly general meeting by the Executive Director for parents and all stakeholders to add to the discussion with questions and comments. The Council conducts a review of the Executive Director’s effectiveness twice a year. It also conducts annual surveys that solicit and collect feedback from parents, students, and other stakeholders designed to confirm other data points for accountability.

The proposed draft by-laws for **EC Prep** are attached as *Appendix B*, and the proposed draft **code of ethics** is Appendix C. Specific responsibilities are detailed in the By-Laws (*Article III, S3.2*), and cover School Oversight, Policies and Leadership, Fiscal Oversight, Financial Audits, Strategic Planning, Integrity & Compliance, Mediation and Representation, Fundraising and Governing Council Self-Evaluation. These will be finalized and closely matched to applicable legal requirements after a Charter is issued.

Holding itself accountable to all stakeholders and to develop and maintain a unified focus, the Council participates in on-going training provided on general governance as well as male child development, hands-on and thematic-based learning, and interpreting data in the school environment. Council members are to undergo training on oversight for charter schools. In Years 1-5, a threshold of \$10,000 has been budgeted to this end. Each Governing Council member receives a binder or digital file containing the charter, school policies and procedures, and additional guiding documents from trainings and workshops. These are intended to keep existing Council members focused and orient new members. Contingent on funding, members will attend charter school conferences, and host Governing Council training retreats to improve their collaboration and oversight capabilities, and to understand how to conduct an effective self-evaluation.

The Governing Council is responsible to:

- Ensure that the school operates in compliance with all applicable federal and state laws;
- Liaise as needed with the Authorizer;
- Oversee the completion of an annual report to the Authorizer
- Further develop and recruit members to sit on the Governing Council and/or its committees;
- Amend and approve a set of by-laws;
- Hire the Executive Director and ensure they perform their duties in a responsible and effective manner;
- Create a strategic plan to include school policies that ensure a sustainable environment of excellence and high overall school performance;
- Review all school-based dashboards, including academics, student admissions, finance, and human resources, followed by useful feedback that helps to shape policy for strategic issues;
- Review and monitor budgets; make strategic decisions to ensure the fiscal health of the school;
- Hire an independent auditor to conduct an annual financial audit of the school;
- Review and approve the annual financial audit prepared by the independent fiscal auditor;
- Ensure auditing of an admissions lottery, if held,;
- Establish and monitor key indicators of academic performance, school performance, school climate and culture, finance and fundraising, attendance, student behavior, and staff recruitment and retention;
- Review stakeholder survey feedback to monitor school satisfaction;
- Establish and monitor key indicators specifically for at-risk student groups including students with exceptional abilities and/or disabilities, those economically disadvantaged, English language learners, and those receiving academic intervention services;
- Review facilities dashboard to ensure student needs are met and that facilities are properly maintained;
- Promote positive community relations;
- Conduct its business, carry on its operations and exercise its powers as a corporation;
- Hold monthly meetings, open to the public, 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 EC Prep Council will ensure appropriate access to information and notice of public meetings;
- If needed, form a discipline subcommittee to run hearings regarding staff recommendations for student suspensions of more than five days or for a student's expulsion;
- Provide the Executive Director with critical feedback on key performance measures;
- Prepare a succession plan for the potential replacement of the Executive Director;
- Contribute financially to the support of the school and assist with fundraising activities; and

- Complete an annual self-assessment, evaluating progress with the Council Chair in December and June toward meeting goals set in September.

The Governing Council is assessed on how it meets annual and multiyear goals. The Council will establish its annual goals by September 1 of each year, 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. The Governing Council shall have the sole authority to retain and terminate independent advisors as it determines necessary to carry out its duties, and will have sole authority to determine the extent of funding necessary for payment of compensation to such advisors and other retention terms. During its December and June meetings (and more frequently if necessary), the Council will formally self-assess its progress toward achieving these goals. Should a situation arise where a governing 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.

II.2.e Describe the authority the governing council will delegate to the school's administrator. Explain the process by which the council and administration will make decisions and provide evidence of the distinct roles and responsibilities of council officers, members, committees, and school administration.

The Governing Council is the guardian of the charter of Edmund Cofield Preparatory Academy for Young Men and holds ultimate responsibility for the academic, programmatic and fiscal fidelity of the school. The Council ensures the organization remains in compliance with all applicable laws, regulations, mandates, and governing documents, including its By-laws, Conflict of Interest policies, and the Open Meetings Law.

The Governing Council sets policy, amends or approves proposed policies and structures that the Executive Director and their leadership team will be responsible for implementing and executing as the day-to-day school manager. The Council recognizes the distinction between governance and daily management, and that all school management responsibilities belong to the Executive Director. While job descriptions may change as the Council deems necessary for the successful operation of EC Prep or the betterment of the student body, the Council delegates to the Executive Director the main responsibilities of developing and implementing the academic program, creating and measuring short and long-term objectives, hiring, evaluating, and terminating all school staff, and preparing and executing the annual school budget approved by Council vote. The Executive Director is responsible for curriculum support and implementation, recruitment, professional development and fiscal support, and for reporting back on progress at monthly Council meetings.

The Executive Director manages the Directors of Teaching & Learning and of Operations, and with the guidance of the Council Treasurer and Finance Committee in Years 1 and 2, the outsourced financial consultant. The Executive Director is the public face of the school and is responsible for managing all relationships with the community, parents, authorizer, and for all operations and fund development. To this end, s/he manages the Outreach activities. The Executive Director is the administrator of a data management system that incorporates the school and Council data dashboards.

The Governing Council's role is also one of open communication and mentorship for the Executive Director. The executive Director may request from the Chair of the Council to call upon the expertise of one or more Council members when seeking a thought partner for advancing the school mission and vision, such as designing new initiatives, planning enrichment, and structuring programming. The Council's committees, though, will be the mechanism through which it performs its main functions, with each committee responsible for reporting back to the full Council. Council meetings will be held monthly on a fixed date as agreed upon during the first Council meeting. The Chair of the Council sets the agenda with input from the Executive Committee and the Executive Director, which is then distributed by the Council Secretary.

It is the responsibility of the Executive Director to ensure skilled instructional and operations leaders are proposed for leadership positions (Director of Teaching and Learning and Director of Finance and Operations), and s/he prepares their Succession Plans.

II.2.f Describe the criteria and process by which the governing council will hire and evaluate the school's administrator(s).

The founding team of EC Prep has not identified an Executive Director at this time.

The founding team has developed a job description for the position that identifies the roles, responsibilities, and ideal characteristics to lead an all boys school. Recruitment will begin immediately after the authorization of this application. EC Prep has preferred not to rush to hire an Executive Director for the sake of the application but rather to identify suitable candidates through a thoughtful process in order to find a passionate, inspirational head of school that meets our high expectations.

Mindful of Charter obligations, upon charter authorization, the Council will form and maintain its Nominating Committee to identify potential candidates for Executive Director. EC Prep, will launch its search with the guidance and assistance of charter school consultants, the extensive network available through the founding team, and a headhunting firm if needed. Once identified, candidates will be vetted by the Nominating Committee. Vetting is to include verifying candidate credentials and work experience, hosting virtual and face-to-face interviews that include meeting the founding team, visiting with the community, and discussing scenario based issues to be solved. Ideal candidate credentials are sent to the full Council who arranges the opportunity to collectively interview the candidate. Once found, the Council votes to make a formal offer of hire. EC Prep looks to have secured an Executive Director by January of 2024.

Performance Evaluations are predicated on all staff adhering to EC Prep's mission and meeting their individual goals. The school culture celebrates inclusiveness and diversity, and EC Prep recognizes that its design requires all stakeholders directly engaged with the school to perform using a clear and measurable set of standards. In accordance with Connecticut's System for Educator Evaluation and Development (SEED), and aspects of Bambrick-Santoyo's *Leverage Leadership*⁶⁷, the Executive Director and those in school leadership positions are evaluated bi-annually.

Through SEED and Bambrick-Santoyo, the Executive Director creates a Professional Growth Plan (PGP) with the Governing Council's Chair, with measurable and attainable goals. It is reviewed and updated on a regular basis, and forms the basis for the Executive Director's annual evaluation protocol. The evaluation is conducted by the Council, and relies on multiple measures of key instructional benchmarks, progress towards achievement goals, operational benchmarks, staff and parent satisfaction surveys and other criteria that measure the overall health of the students and the school.

The Council Chair and the Executive Director confer every August during pre opening to set goals, mid-year to review formative evidence, end of year to review summative evidence of performance, and a final time to discuss the evaluation results and set summer professional development plans if needed. At each interval, the data is shared with the Executive Committee whose responsibility it is to compare evidence presented to data points from each area of the school to include:

- *The multiple measures of student data* - the overall student performance and growth to include state and internal assessments and the effectiveness of the intervention protocol in improving outcomes for at-risk students, particularly students with disabilities and English language learners;

⁶⁷ [Paul Bambrick-Santoyo \(ascd.org\)](https://www.ascd.org/)

- *Parent, Student and Teacher satisfaction feedback mechanisms* - the bi-annual teacher and student survey results including the number of persons completing it;
- *Teacher effectiveness* - performance and growth within a teachers personal goal plan and their ability to move students' performance and growth on State and internal assessments;
- *Leadership skills* - Based on evidence collected about leadership practice as described in the Common Core of Leading: Connecticut School Leadership Standards (Vision, Mission, and Goals; Teaching and Learning; Organizational Systems and Safety; Families and Stakeholders; Ethics and Integrity; The Education System);
- *School Environment* - effectively establishes and maintains an environment that is conducive to high performance learning, where incidences of violence, bullying, and suspensions are minimal, if at all (parameters to be set during conferencing).
- *Effectiveness of Public Community Engagement* - the ability to establish, develop and maintain appropriate relationships with the community, government agencies, donors, and stakeholders to promote the mission, vision and betterment of the school and students. Effectiveness in planning for and mitigating crisis situations.

On a yearly basis the annual review priorities may be adjusted to reflect school or student priorities and the extent of the Executive Director's personal growth plan, and influence contract renewal or termination. The CT Guidelines for Educator Evaluation specify 4 areas of administrator performance as important to evaluation – student learning (45%), administrator practice (40%), stakeholder feedback (10%), and teacher effectiveness (5%). Since the first 2 categories make up 85% of an administrator's evaluation, we focus the bulk of our model design on specifying these 2 categories.

The Directors each create a PGP with the Executive Director. It is reviewed and updated regularly, and forms the basis for their annual review by the Executive Director. Should the goals laid out in any of these PGPs not be realized, an action plan is established to include mentoring, increased monitoring, provide access to leadership consultants, and a timeline for improvement. The Executive Committee of the Council is apprised of progress, if any.

II.2.h For applicants planning to partner with an organization. Not planning to do so.

II.3 School Leader

II.3.a For applicants with an identified school leader: Not identified at this time.

II.3.b For applicants without an identified school leader: Present a plan for attracting and hiring a lead administrator with a proven record of success. Please describe the characteristics and skills that the proposed school will look for in recruiting and selecting a leader.

As stated in 2d above, EC Prep intends to hire an Executive Director during the pre-opening period no less than six months before the school's opening (estimated for January 2024). The EC Prep Council will immediately form and maintain an *ad hoc* Recruitment Committee reporting to the Governance and Nominating Committee to identify potential candidates for Executive Director. EC Prep, will launch its search with the guidance and assistance of charter school consultants, the extensive network available through the founding team, and a headhunting firm if needed. We will have a competitive salary, retirement plan, professional growth opportunities, and other incentives, budget allowing.

EC Prep seeks a head of school with the following characteristics and skills:

- Evidence of passion for and alignment with the EC Prep mission, vision and philosophy;
- Demonstrated ability to track, interpret, and utilize multiple data points effectively;
- Experience with and commitment to improving the quality of economically disadvantaged students in an urban setting;

- Unwavering pursuit of developing or maintaining excellence in academics and conduct
- Demonstrated ability to manage, lead, and foster collaboration with professional staff
- Demonstrated ability to engage families as a unit and the community as a whole;
- Is a principled mentor of professional standards and conduct
- Demonstrated ability to manage multiple tasks and projects and multifaceted projects
- Adept at understanding, enhancing and supporting curriculum and instruction
- Ability to evaluate instructional programs and effectiveness of instructional delivery
- Demonstrated ability to manage medium to large scale budgets
- Possesses a base of knowledge or direct experience overseeing facility management
- Strong organizational, communication, public relations, and interpersonal skills
- CT-092 School Leader License
- Master's Degree in Elementary Education, or comparable field
- Minimum 1 year of experience as a school-based administrator or leader
- Minimum of 7 years of successful middle school teaching experience or teaching at an all-boys school.

Once the ideal candidate is identified, a final recommendation will be made to the Council for approval of the Executive Director's appointment. The evaluation process may include additional feedback reflective of the Executive Director's performance expectations outlined in the job description attached in Appendix D.

II.4 Evidence of Support

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

The Founding Team has completed significant outreach to get buy-in from the community and families for the All-boys academy concept starting in 2017. A Strategic Focus Group was formed that included:

- Pastor Boise Kimber
- Dr. Reginald Mayo (Former Superintendent of NHPS)
- Leroy Williams (Former Principal; NHPS)
- Maysa Akbar - Founding President Integrated Wellness Group
- Glenn Worthy - (Former Principal, NHPS)

The Focus Group engaged the community on a number of occasions, including at specific community meetings:

- King Robinson Interdistrict Magnet School
- (former) Columbus Elementary School
- Greater New Haven Clergy Association
- New Haven Public School Council of Education Meetings

Since this time, the founding team has engaged directly with families and members of the New Haven community that are impacted and concerned by our young men's need to be uplifted and supported. Please see Appendix E for supporting material.

Section III: Student Composition, Services and Policies

III.1 School Demographics

Student demographics in the New Haven area show low achievement and significant numbers of at-risk students. During the 2022 – 2023 school year, Connecticut reported 21 public charter schools serving 10,936 students, while New Haven reported six, with 3,329 students.

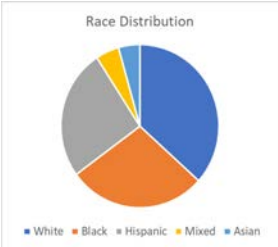
There are 18 all-boy private schools serving 4,834 students in Connecticut, and one boy’s public school. The average Connecticut private school tuition is \$23, 481 for elementary schools, and \$41,875 for High Schools. Half the all-boys private schools have a religious affiliation.,

The New Haven School District encompasses 28 schools, which include middle school grades. Of these 14 are public, and 14 are Magnet schools. Twenty-six include Grade 4, 27 include Grade 5, 28 include Grade 6, 27 include Grades 7 and 8, and one includes Grade 9. Of the 18 private schools in New Haven (2,541 students), nine include middle school grades, serving some 1,733 students. There are only two all-boys schools, both are grades 9-12 and are Yeshiva-managed. There are no private or charter all-boys, exclusively middle school options in New Haven. There are six charter schools in New Haven, with 3,329 students, of which four include middle school grades, none of which are stand alone middle schools, and none of which are just for boys. This may be why the Edmund Cofield Preparatory Academy for Young Men is receiving tremendous support from the local community (see Appendix E).

III.1.a Describe the community and the student population to be served by the proposed school and the needs of the population.

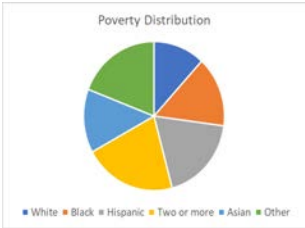
The characteristics and demographics of New Haven, Connecticut (CT) appear to be deeply influenced by the presence of two Universities, given the median population age of 30.7 years as opposed to 41.1 years in CT and 38.2 years in the US. Table III.1 provides information on the gender, age and education of residents, while racial distribution is depicted in Figure III.1. There is a strong increase in Latin and South American residents, with a high percentage of households in which a language other than English predominates.

Table III.1: New Haven Gender, Origin, Language	
Population of New Haven (July 1, 2021)	135,081
Females	53.4%
Males	46.6%
Born in the US	83%
Born in Connecticut	59.6%
Born outside the US and	17.4%
-entered the US after 2010 (Latin and South America) ⁶⁸	55.4%
Households where a language other than English predominates	34.1%



New Haven has a high percentage of households led by women, which suggests there may be low presence of male role models. While there is stability in housing, with relatively few people moving out of their neighborhoods (80.4% or persons lived in the same house as in prior years), there is a low rate at 28% of owner-occupied houses. This is accompanied by New Haven having the highest poverty rate in New Haven County, at 25.6%, and in 2022 it continued to rank as the second

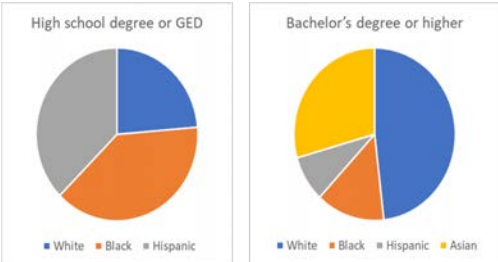
Table III.3: Poverty Distribution	
Median household income in 2020 dollars	\$44,507
Per capita income over the past 12 months	\$27,607
Poverty Rates	
Males	24.6%
Females	26.5%
Students enrolled in school in New Haven	34.1%
Students enrolled in school in New Haven	21.7%
Students enrolled in Grades 5- 8 in New Haven	36%



poorest city in Connecticut behind Hartford. Table III.2 provides additional information on poverty distribution, while Figure III.2 shows the poverty distribution by race.

The dropout rate in New Haven is 14%, as opposed to 9% in Connecticut and 12% in the US. Figure III.3 illustrates the percentage of population by race who have graduated high school and college.

Note that 100 % of Native Hawaiian, 40% of Native American over the age of 25 qualified for High School, but the actual numbers translate to very few individuals.



In the New Haven School District, there is close to a 50/50 distribution between males (10,096 or 50.35%) and females (9,955). Among the nearly 22,000 students, **49.6% are eligible for the federal free and reduced-price meal program and 14.5% of students are English Language Learners**⁶⁸. The Teacher to Student ratio is 13:1, with 99% of teachers certified, and an average of 89.5% with 3 or more years of experience. There are 27 full-time school counselors.⁶⁹

The average math proficiency score is 38% (the CT public school average is 47%) and reading proficiency score is 48% (versus 58% as a statewide average). Minority enrollment is 94% of the student body (majority Black), higher than the Connecticut public school average of 50% (majority Hispanic). **Chronic absenteeism** has historically been a major issue in New Haven public schools, although recent numbers are difficult to gauge as a result of COVID closures⁷⁰. Beginning in Kindergarten, NH students have a chronic absenteeism rate of 26%, never falling below 8%, which hovers around 30% for all of 9th through 12th grades. Students in grades 5-8 average 16%. Between 8th and 9th grades, the rate jumps from 16.9% to 31.7%. We have lost them.

Please see Table III.4a and Table III.4b for comparative information between Connecticut and New Haven as well as between private and public schools.

Figure III.4a provides information on enrollment by race in the New Haven and Connecticut public schools. Table III.5 shows 2018-2019 Smarter Balanced Assessment for ELA and Math in Connecticut and New Haven.

Table III.4b: Private and Public-School Information (cont.)	CT	NH
G5 enrollment	37,158	1,472
G6 enrollment	38,360	1,543
G7 enrollment	39,349	1,606
G8 enrollment	40,676	1,587
Special Education	83,623	3,133
FRLP Reduced	32,234	1,416
FRLP Free	186,938	12,590
Absenteeism (male)	12.4%	22%

Table III.4a: Private and Public-School Information	CT	NH
Total student population in 2016-17	538,893	21,981
Total student population in 2020-21	513,079	20,675
Total student population in 2022-23	559,538	20,051
Number of private schools	407	18
Students enrolled in private schools	63,219	2,541
Minority enrollment	29%	n/a
Student teacher ratio average	8:1	n/a
Number of public schools	996 ^a	43
Students enrolled in public schools	496,319	22,024
Minority enrollment	50%	90% ^a
Student teacher ratio average	13:1	13:1
K-8 Enrollment in public schools		94%

Note: New Haven includes 0.2% American Indian or Alaskan Native and 0.1 % native Hawaiian or Other Pacific Islander while CT includes 0.3% American Indian or Alaska native, and 0.1% Native Hawaiian or Pacific Islander.

Table III.5 Smarter Balanced Assessments 2018-19 (last available)	CT (number)	CT (%)	NH (number)	NH (%)
ELA	128,662	55.7	3,140	34.4
Math	110,720	48.2	2,046	22.5

Table III.6: New Haven Proficiency Test Scores	Reading	Math
Elementary students tested at or above proficient level	34%	22%
Middle school students tested at or above proficient level	36%	24%
High school college readiness	23.1%	
High school graduation rates	87.6%	

For Connecticut, the National Assessment of Educational Progress (NAEP) percent at or above proficient in reading in grades 4 (40%), 8 (42%) and 12 (50%) compared well with national public-school numbers, of 34%, 32% and 36% respectively. For Math, grades 4 (45%), 8 (39%), and 12 (32%) compared well with national public-school averages of 40%, 33% and 25% respectively.

There is clearly a need in the local community for boys to be willing to go to middle school, learn how to leverage education in their lives, and see school as a building block for a successful future. Poverty, low access to male role models, language issues, and isolation caused by a number of external factors are substantiated by the numbers above. EC Prep is intentionally designed as a school that builds the individual as part of a community of individuals, with consistent role models, and where they can learn to be resourceful, resilient, reliable, and responsible. We undertake to open up the world for them, and introduce them to all the opportunities it contains, so that they can already begin to be intentional and purposeful about future careers through our relevant and accessible curriculum.

⁶⁸ <https://www.usnews.com/education/k12/connecticut/districts/new-haven-school-district-100470>

⁶⁹ <https://www.usnews.com/education/k12/connecticut/districts/new-haven-school-district-100470>

⁷⁰ <https://www.nhregister.com/news/article/Officials-More-than-30-percent-of-New-Haven-16044114.php>

III.1.b. Describe how the educational program provided by the proposed school will address the needs of the student population.

EC Prep's core mission and vision align well with the current New Haven Public Schools' Continuous Improvement Plan, which is framed across five priority areas: Academic Achievement, Talent Management and Development, Organizational Efficiencies and Effectiveness, Culture and Climate, and Family and Community Empowerment. They also support the three overarching goals:

1. Close the achievement gap by increasing achievement in literacy and math across grade levels, subjects and classrooms,
2. Decrease chronic absenteeism, and
3. Cut the dropout rate to facilitate the increase of the four-year graduation rate.

Our educational program will serve the needs of New Haven's students by providing a high quality learning environment that puts and maintains the focus on what's best for male growth and development. Our program is delivered with a sense of urgency, has young men continuously moving for full engagement throughout their lessons, and embeds support mechanisms throughout the curriculum and their daily experiences at school. Education for our young men is experienced as accessible with the added bonus of teachers who value and promote student individuality as part of the collective.

Young men from every walk of life and aptitude are welcomed and nurtured to meet their full potential. We support our young men as partners with their parents as we all explore together the plethora of paths their lives can take, particularly with authentic college and career exposure. They will feel confident that they are prepared for challenges when they graduate as they will have been taught and have practiced dozens of challenging authentic scenarios. Our young men will also have had dozens of new and non-traditional experiences that other schools do not offer.

Through our college and career focus they will enter offices, construction sites, and every type of business in between as we can get them into. Through our novel-based curriculum they will gain a deep appreciation of literature as well as gain understanding of the wider world around them and command the English language becoming masterful communicators. The EC Prep House System: Boys Own Culture, will build a network of lifelong friendships, a sense of belonging, and a way to challenge young men to explore outside their comfort zone. It is these programmatic pieces working in combination that will keep our young men coming to school daily and finding purpose in being there that will impact absenteeism and dropout rates. In addition, it will reduce crime; elevate New Haven economically; and provide Connecticut with a set of skilled, responsible, reliable career minded employees.

Additionally, our House system provides an inclusive opportunity to welcome racial and socio-economic diversity with its real-life competitions, financial literacy, teamwork and project management activities. Diversity is a goal for EC Prep on multiple preps. perspective and critical thinking are founded upon it. Our Young men will benefit from us committing to be inclusive from a 360 degree angle. This looks like diverse teachers and students, diverse literature, diverse career exposure, and even diversity in educational experiences outside of the school building. This aligns with New Haven's efforts to reduce racial, ethnic and economic isolation.

The House system represents a safe culture and climate for growth – emotionally, socially and academically - and as the Houses compete for rewards, each House promotes excellence within its ranks. Self-directed engagement is augmented through older students, staff, and even family. Houses have built in motivation to self-police against absenteeism, and a strong house-based focus to support at-risk youths in their path to success.

For our goal of outstanding achievement based on strong social/emotional growth, our Houses align us with the five goals of the New Haven Public School Strategy Map⁷¹ for 2020-2024, and the data targets it aims to achieve. Our Action Labs further provide a structured and extended set of learning opportunities in a range of subjects as well as career introductions.

Young men at EC Prep will benefit from the quality educational experience they receive because of their teachers. We are committed to attracting talented educators and staff as strong male role models, able to interact with the young men in their Houses and by using the novel-based study approach to engage the curiosity of each young man, and help them become resourceful, resilient, reliable and responsible. The programs give the young men purpose through their active learning. They take care of one another, take leadership in the community with service learning, and provide a pathway to stay in school when career skills are developed.

III.1.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.

EC Prep has chosen to target the middle years, ages 9-14 in grades 5-8, of growth and development of young men as it is a pivotal time of transition. Children, often black and brown males, are no longer seen as “kids” due to height and weight growth spurts that occur during this time. It is also a time when children want to test the limits and enter the ‘I know it all’ phase. David Schwartz LMFT, in his article *Teenagers Don't Know Everything* (Psychology Today, 2019) described this phenomenon and others as a time of uneasiness and defensiveness during which adults should be in the role of facilitators, not disciplinarians. These factors coupled with the reality of our youths' poverty, academic struggles, and disillusionment in New Haven requires a new approach that is targeted to these issues and the demographic struggling the most.

EC Prep will continue and elevate the work of the elementary school experience our young men have had and target the academic, social, and emotional needs they will have during the middle years. We look to eliminate chronic absenteeism and dissolve the notion of dropping out of school as an option by mitigating the elements that cause it before they reach the 9th grade, where the dropout numbers begin to climb. EC Prep will provide multiple reasons for New Haven’s young men to stay in high school and graduate productive members of society.

The EC Prep enrollment plan supports slow controlled growth and firmly establishes a school culture that engages in continuous improvement with adequate time to map and analyze progress in student, staff, curriculum effectiveness and school-wide goals. We will grow one grade per year starting with 5th grade. By beginning with 5th grade Ec Prep is engaging with young men entering the developmental benchmark of adolescents rather than the societal benchmark. Developmentally, early adolescence begins to manifest around age 9 when a young man starts detaching and differentiating from childhood and parents in order to start developing more independence and individuality.

As shown in Table III.7, we will enroll 75 students in Year 1 in Grade 5. There will be three classrooms of 25 young men each, with a lead academic teacher and a specialist teacher in each class. We will maintain this measured growth each year, with the aim of 375 students enrolled by Year 4, while working toward a student/teacher ratio of 12:1.

Table III.7: Projected 5-year Target Enrollment Plan						
Grade	Ages	2024-2025	2025-2026	2026-2027	2027-2028	2029-2030
5	9-11	75	75	75	75	75
6	10-12	75	100	100	100	100
7	11 – 13			100	100	100
8	12 – 14				100	100
Total		75	175	275	375	375

⁷¹ <https://www.nhps.net/cms/lib/CT50000447/Centricity/Domain/153/STRATEGIC-PLAN-draft14.pdf>

New Haven appears to be demographically stable, but we expect around 5% attrition each year for a range of reasons including parents exercising school choice to advocate for their children. As previously described, we will actively market the school in the immediate area, as well as in greater New Haven. We are confident that by creating an Optimal School Environment⁷², small class sizes and a strong student to teacher ratio, we are providing our young men with consistent opportunities for genuine interactions.

III.1.d Describe the procedures to be used to encourage involvement by parents and guardians of enrolled students in student learning, school activities, and school decision-making.

Edmund Cofield Prep finds it is critical for our teachers, young men and their families to be fully engaged and aligned in the outcome of each child's education. Relationships are built with entire family units, especially as families grow and siblings matriculate in the program. Our partnership with parents and guardians is central to our values. We will continue to foster these vital partnerships by providing multiple opportunities for families to actively engage and participate in the school community.

Parents are encouraged to read the subject novels, support the House system, and assist with finding hands-on real-life opportunities for their sons. Family engagement in the course of study, in the excitement of discovery, and as participants in school-wide activities is crucial. As partners, there are opportunities for families to volunteer, express ideas and voice concerns.

EC Prep's open-door policy for families is part of the school leaders' engagement in collaboration. A Parent Association (PA), parent task forces, parent workshops, and a reserved seat on the Board are some of the ways that EC Prep engages family members. This is solidified through open and ongoing communication via report cards, progress reports, emails, phone calls, meetings, and communication folders, and is augmented by a parent survey covering all aspects of the school.

Strong rapport with families lets us engage early in even the most delicate and difficult conversations to overcome any possible concerns proactively and collaboratively. Families have easy access to staff, the Council and to other engaged community members. Their feedback will be captured and analyzed when we evaluate our programs, and used in teacher and school leader valuations.

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

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

EC Prep is committed to recruiting, enrolling and retaining special student populations and all at-risk sub-groups, including English learners/Multilingual learners (EL/MLs), students with disabilities (SWD), students with interrupted formal education (SIFE), free or reduced lunch price (FRLP)/economically disadvantaged (ED), and academically or intellectually advanced students. Key design elements, school culture, the flexible staffing model, and support processes and protocols each support our commitment to, and instructional staff's work toward, student achievement. We celebrate diversity through our core mission, in which individual differences are not problems but opportunities for enriched learning and to promote multiple perspectives. Diversity of all kinds is a fundamental and positive educational resource, and EC Prep will instill the tools that every young man needs to achieve excellence in order to elevate New Haven's educational landscape, close persisting achievement gaps, and reduce absenteeism. Our instruction program is designed with

⁷² Cotton, K. (2001, December). *New small learning communities: Findings from recent research*. Portland, OR: Northwest Regional Education Laboratory; Gettys, J. M. (2003). *The effect of school size on school climate variables in middle schools of South Carolina*. Unpublished doctoral dissertation, University of South Carolina, Columbia; White, S. M. T. (2005). *The relationship of school size and school climate in public elementary schools in South Carolina*. Unpublished Doctoral Dissertation, University of South Carolina, Columbia.

enough flexibility to provide for the needs of all students, including those with special education needs, and those in other at-risk categories.

Our primary way of reaching and elevating our students academically, and particularly students with special needs, is our integrated curriculum framework. Academic contents are not one offs, but rather learned, reflected upon, practiced, and used in authentic settings.

EC Prep's flexible staffing model puts specialist teachers in the classroom giving them full collaboration with academic lead teachers and full access to work directly with students. This model also reduces student-to-teacher ratios and facilitates the development of each student's Individual Learning Plan that complements a student's IEP or 504 with detailed holistic goals.

The EC Prep classroom is always an active one, which means that during every lesson, students are engaging in some sort of action or practicum rather than always being in their seats. This strategy employs gamification of content with the use of ClassCraft (see Section I.1.4a), as well as multi-sensory and multi-model input with the use of movement, use of manipulatives, and oral and visual presentations of directions. In addition, teachers provide homework that can engage a student's family and House-mates in discussion and support of their learning; explicit instruction in procedures; multi-step directions and procedures that are broken down into incremental steps; allowances for breaks; additional time for assessments and classwork; explicit instruction (i.e. modeling) of reading strategies and skills with sufficient time for guided and independent practice; individualized checklists and rubrics for writing; checklists for organization; flashcards for procedures; signed homework planners; color-coded materials; and assistance with organization (peer buddy, teacher, etc.).

Each young man at EC Prep is held accountable to at least the same high academic and behavioral standards as his statewide peers, promoting excellence for each student with consideration of needed modifications reflected in his performance and in his IEP or 504 plan. These documents' plans will be used to guide the support given young men in their quest for excellence, by way of differentiation, individualized scaffolding strategies, and mandated accommodations. Regardless of whether or not a student qualifies for an IEP or 504 plan, or if a student has been declassified as requiring special services, EC Prep will ensure that every young man receives the needed support within the purview of the school to promote maximum success. We recognize that addressing special needs applies to all students at-risk whether there is an IEP or 504 in place and make monitoring through our tiered intervention protocol a priority. All special education services will comply with federal laws and regulations and address the needs of our students with disabilities (SWDs) by aligning ourselves closely with Connecticut's Scientific Research-Based Interventions (SRBI) for Response to Intervention.

III.2.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.

EC Prep will maintain on staff a certified special education teacher designated as our Special Services/Special Education Coordinator (SSC) whose responsibility it will be to act as the main point of contact with New Haven District personnel, outside providers, faculty, parents, and students for all special education supports and services. The SSC drives school based support team initiatives and collaborates with the Planning and Placement Team (PPT). The SSC assumes responsibility for compliance monitoring, student observations, and consultation with general education teachers.

As special student populations are included in all aspects of school culture. Student data drives both natural and intentional strategies used in curriculum and assessment. It is a standard practice at EC Prep to adapt and

modify the environment and curriculum through UDL for anticipated student needs and to additionally address them through:

1. Add-on differentiation - flexible student programming across classes and grades when students need more support, or more independence to continue academic progress.
2. Time with teachers, specialists or the social worker for 1:1 conferencing/counseling.
3. Cultural and academic responsiveness, weekly tutorials, and an extended instructional calendar available through extended days and Saturday Academy.
4. Daily communication among teachers and support staff is facilitated through daily double planning periods and the school-wide data management system that all stakeholders, including parents will have portal access to.
5. Early release Fridays' for faculty professional development incorporates additional collaborative planning inclusive of EL/ML, SWD and special population-related topics.

Our design will achieve these goals for its students with disabilities in an inclusive environment, where young men receiving IDEA or Section 504 services do so within the least restrictive environment and in compliance with their Individual Education Plans (IEPs) or Section 504 plans. If deemed needed, EC Prep will facilitate:

- Special Education Teacher Support Services (SETSS) with direct and indirect instruction,
- Resource room as indicated in IEPs
- School health services
- Services for physical and occupational therapy (done in collaboration with the district)

EC Prep will maintain compliance with all federal, state, and local regulations that include IDEA, FAPE, FERPA, students' IEPs, Section 504 of the Rehabilitation Act of 1973, and Connecticut SDE and Bureau of Special Education (BSE) regulations. The school will also routinely consult with the CSDE, BSE, the Departments of Special Education of the districts in which students reside, the PPTs of each student, and the Connecticut Alliance of Regional Educational Service Centers (RESOC) for additional guidance and support. As a community that is dedicated to supporting every young man to the maximum extent possible, EC Prep will ensure that the program to address students with special needs is comprehensive, effective, inclusive, and compliant.

III.2.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.

In accordance with C.G.S. Section 10-66ee, EC Prep does recognize its responsibility, the significance, and the value of meeting the service requirements mandated in students' IEPs and Section 504 plans. In addition to federal and state statutes such as IDEA, FAPE, and FERPA, EC Prep will also ensure compliance with Child Find regulations under IDEA when applicable. The school will ensure compliance by maintaining the requirements listed below:

- **Certified Personnel** – EC Prep opens with 75 young men in 5th Grade and will work with local district and community-based organizations to obtain services from a licensed professional until the school has sufficient capacity to offer a full range of full-time services. A nurse will be contracted to ensure the provision of any medical services or screenings that are required.

In the interim, EC Prep will seek teachers with dual licensure (for example certification in special education and as reading specialist). This is especially useful to provide a wide spectrum of services while the school grows. We will have a certified, full-time special services/education coordinator on staff. This coordinator will manage qualified and licensed special education teachers, a nurse, and a social worker, and will

coordinate with the district to outsource for other service providers, such as Speech, Occupational, and Physical Therapists.

While the district is responsible for coordinating the efforts of the PPT, the school is responsible for ensuring that services and accommodations are provided as detailed under each student's IEP and Section 504 plan. The SSC will act as the main point of contact and liaison between district and school personnel, manage and safeguard the official copies of student documentation pertaining to services, and work with the leadership team to ensure the school's compliance with local, state, and federal regulations. The SSC also will support continuing development of a team of teachers, school leaders, and support staff for students who may qualify for a Section 504 plan.

- Documentation – Copies of students' documents, such as IEPs, 504 plans, Behavioral Intervention Plan (BIP)s, evaluations, and SRBI interventions, only are available to a student's teachers and service providers. Students' IEPs and 504 plans and all associated information (revisions, modifications, copies of material shared with parents, direct service and staff - i.e. Procedural Safeguards, referral forms, etc) will be managed by the SSC and locked in a cabinet in a designated office if printed copies are on school premises. EC Prep ensures that all documentation and communication is held in strict confidence to safeguard every child's right to privacy.

A file is established for each matriculating boy, and EC Prep will collaborate with the district/school/early intervention programs of previous attendance to ensure timely receipt of all documents that identify students with special service needs. This minimizes any delay in establishing appropriate or required services. As a secondary measure, each parent will be asked about needs during the student enrollment process. EC Prep will maintain secure communication with the PPT of the districts in which students reside and will use IEP Direct (used by NHPS) or CT-SED as this becomes more universal, for continuous communication and performance monitoring by both entities.

- Student Assessments – EC Prep will ensure that IEPs and 504 plans are implemented with fidelity, and are reviewed on an annual basis, or when circumstances require it. Should a student's IEP or 504 plan no longer reflect the student's needs, EC Prep will work with the PPT of the district of the student's residence to reevaluate and revise it. Unless otherwise dictated by a child's IEP, all students are expected to participate in the school's assessment program, to include curriculum-based assessments, informal classroom measures, interim benchmark assessments, diagnostic screenings, and statewide performance assessments. For Connecticut's Smarter Balanced state tests, every student is provided with the appropriate assessment, alternative measure, and/or accommodations as mandated in his IEP or 504 plan.
- Classroom Adaptations – EC Prep will ensure that the school facility will be appropriately accessible and adaptable in accordance with federal Americans with Disabilities Act (ADA). Access is tailored to the actual needs of students enrolled in the school at any given time and is flexible to meet changing needs. No student is barred from any day or after-school activities. The school will be furnished with dedicated classrooms, communal space, and resource rooms to support its range of educational programs and reflect student needs. EC Prep will also be equipped with technology that enables assistive interventions, such as magnified print or voice command dictation, as well as adaptable furniture arrangements for specific needs such as accommodations for mobility and preferential seating.
- Professional Development – All faculty at EC Prep participate in extensive professional development throughout the school year. In addition to general academic topics, faculty receive specific training hosted by the Special Services/Education Coordinator and Director of Teaching and Learning on administrative

topics in serving students with IEP and 504 plans. Practice scenarios, analyzing student work samples, mastering UDL mitigation techniques vs. add-on differentiation, and other appropriate topics are addressed. Other trainings and courses are encouraged through a combination of activities including coursework for advanced degrees, workshops, presentations, or building leadership capacity.

Teachers are further professionally developed via common planning periods, weekly meetings with leadership, with grade level professional learning communities that include general and special educators, and coaching and mentoring. EC Prep will also seek to collaborate with local district and support organizations such as the Connecticut Alliance of Regional Education Service Centers (RESC) and local BSEs, as well as attend regional, statewide, and national conferences. Special education teachers will work closely with general educators in training and in practice to ensure that every student receives effective support. Finally, teachers and staff will receive training on the school's SRBI program, referral process, IEP implementation strategies, reporting requirements, and discipline policies.

III.2.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 and will otherwise communicate with such school districts regarding the student. In addition, please describe the policies and procedures as they relate to the school's responsibility for evaluation, identification and implementation of a student's 504 plan.

As noted in Section 3.2(b) above, EC Prep's Executive Director and Special Services Coordinator look forward to collaborating with the NHSD to ensure that all our young men receive appropriate services. We adhere to all state and federal guidelines governing identification, referral, and provision of services to any student with, or suspected of having, a disability or requirement for special services, or eligibility for IDEA or Section 504 services. Students may be referred by any professional staff member, the parent/guardian, or a physician and the school will also follow Child Find procedures.

Monitoring Student Eligibility for Section 504

EC Prep will use the three-tiered approach of Connecticut's SRBI framework as a basis to provide services, personnel, and resources. For maximum success, each student accesses interventions when he needs them. A student with academic delays is given one or more research-validated interventions, and his academic or behavioral progress is monitored frequently to confirm their effectiveness relative to specific and measurable goals. Interventions are based on valid information about current performance, realistic implementation and include ongoing student progress monitoring. If a student fails to show significant improvement despite several well-designed interventions, this may point to an underlying disability. Interventions will be provided by both special and general educators, with direct and indirect instruction.

All students benefit from strong adult interactions, individual learning plans, UDL differentiated instruction within flexible groupings, and our data-driven culture of continuous progress monitoring that informs instruction. Therefore, every student at EC Prep benefits from Tier I interventions throughout the core instructional day. The flexible staffing approach incorporates special education teachers in the classroom at every grade level and is a stable part of instructional teams who are responsible for individual performance. In this way, each young man is supported by a team of grade level teachers. Students may receive real time or conferenced feedback as any child in the classroom based on their immediate needs or within the context of their individual learning plan. Teachers plan guidance and resources during weekly grade level meetings, particularly in terms of UDL strategies to support students who are struggling or have special needs. A clear protocol of response to needed interventions is in place and the Special Services/Education Coordinator (SSC)

actively engages faculty and staff at set times and on an as needed basis. Instructional efforts will also be bulwarked by support from peers within the House system.

Each teacher's anecdotal records and quantitative data is analyzed and discussed during weekly grade level team meetings. Students identified as at-risk academically or behaviorally have their individual learning plan updated to intensify data selection and adjust benchmarks and goals. Multiple data points are collected such as: teacher observations conducted by both general and special education teachers; results from universal and school-wide assessments such as mid-year and Smarter Balanced interim data; classroom assessments; frequency of behavioral referrals; frequency of visits to the nurse's office; and complaints by the student that he "can't see the board" or "doesn't understand" the content. Each element is carefully considered, but it is the compilation of all collected data that drives progression through SRBI levels.

Table III.2.1 SRBI Strategic Tiers		
Tier 1	Tier 2*	Tier 3
Classroom based core curriculum with interventions and techniques that involve both classroom and grade level teachers. Interventions are need-specific and may include modifications to instructional delivery, resource allocation, add-on differentiated instruction and additional universal assessments. General time of core instruction is deemed sufficient to implement.	An adjustment to the frequency of exposure or intensity of intervention, small group instruction, realigning learning goals to develop readiness skills, introducing specialty teachers e.g. Reading specialist for push-in/pullout services. Literacy support, Wilson Tier 1, Mathematics Navigator Common Core, or SIOP/SEI EL/ML intervention. Collaborating on academics with the School Based Support Team for strategic behavioral support. Recommendation to Saturday Academy.	Wilson Foundation tier 2 and/or 3. Very small-group or 1:1 instruction targeted directly to student's areas of deficit. 4-5 intervention sessions per week conducted by trained literacy and/or Special Education Teacher Support Services; 6-8 weeks in duration and repeated as necessary.
* Tier 2: If deemed necessary, students receive supplemental English language instruction during our Saturday Academy.		
The SRBI cycle = Identify, Create a Plan, Implement, Monitor and Support, Analyze and Adjust. It is reasonable to expect that a student may need to complete more than one SRBI cycle.		

Teachers will use a school-developed matrix of performance standards and benchmarks to measure students' incremental progress towards year-end goals. Similarly, EC Prep will identify and quantify criteria to ascertain why specific students are not making sufficient progress in each Tier. The SSC will lead the grade level/SRBI team through developing the criteria and timeframe for each student to either demonstrate adequate gains, or qualify for the next Tier of interventions. These will be aligned to each student's needs, and if a student continues to demonstrate insufficient progress, that student will receive interventions at the subsequent Tier level. In

accordance with the school's SRBI/RTI practices, prior to any referrals to the PPT of the student's district of residence, we expect our teachers to ensure that all other interventions have been identified and exhausted. Table III.2.1 outlines tiered interventions to be implemented.

When multiple data points indicate that a young man is struggling academically or behaviorally, a grade level representative will discuss the concrete academic and/or behavioral concerns with his parents. This can be communicated in the most effective, individualized way available. Parent meetings are scheduled for teacher(s), special education support staff, and the Director of Teaching and Learning (as needed) to discuss weaknesses which adversely affect performance.

Table III.2.2: Grade Level Team Responsive Intervention Checklist	
Academic Intervention – When a teacher notices that a student is struggling in one or more academic areas, the teacher should...	Student Behavior – When a teacher notices student behavior that is disruptive of the classroom environment or prevents the child from making academic progress, the teacher should...
<ul style="list-style-type: none"> Identify what the child should know and understand and determine some strategies to differentiate instruction. Consult with other teachers that work with the student to compare observations and collaborate to establish strategies that will most benefit the student. Determine if the child is in the appropriate grouping. Notify the parent. Consult with colleagues. Consult with Special Education teachers and Specialists for strategies to use to address the academic delay in the classroom. Develop and document a plan of action in collaboration with specialists for addressing the child's need in the classroom. Check the plan on a weekly basis to document and determine progress. Change strategies of differentiation, if necessary. Provide the Special Education Teacher/ Coordinator and supervisor with a copy of your action plan. Collaborate to determine a meeting to review the action plan over a set period of time. Communicate with the parent on a weekly basis to notify of progress. Document all conversations on the appropriate form and retain copies of any notes sent home. Communicate with other teachers that work with the student on a weekly basis to compare observations on student progress. Consult with the Special Education Teacher/ Coordinator and leadership team after implementing. 	<ul style="list-style-type: none"> Use nonverbal/ verbal cues to address and cease undesired behavior. Have a one-to-one talk to address disruption as soon as time permits. Inform the parent of the undesired behavior. Consult with colleagues. Use informal strategies to reduce undesired behavior (i.e. change seat, specific nonverbal cues, provide student with incremental responsibilities upon incremental successes.) Inform the parent and leadership team of the undesired behavior. Consult with the supervising Coordinator. Consult with the Special Education Teacher/ Coordinator. Schedule a meeting with the parent. Set up a behavior contract with the student and parent. Set up a formal BIP. Consult with the leadership team and the Special Education Coordinator/ teacher on frequency and duration of BIP given age of student and level of undesired behavior. If the undesired behavior continues or escalates, and all previous interventions have been exhausted, consult with the Special Education Teacher/ Coordinator and leadership team to review evidence of interventions, student progress.
Document every intervention attempted to address the academic delay on the school's Teacher Academic Intervention form in the data management system	Document every intervention attempted to address the undesired behavior on the school's anecdotal record form.
Document all communication with parents and staff on the Communication Log form in the data management system.	

Staff members can make initial special education referrals to the School Based Support Team, with sufficient documentation, including evidence of academic and/or behavioral concerns documented in a Personal Intervention Plan. The referrals must show which academic and/or behavior interventions already have been implemented and evaluated for student progress. Each referral must have approval from school leadership prior to submission. The steps for referring a student to the PPT are as follows:

1. Make/ retain copies of student academic work and/or anecdotal records of student behavior.
2. Alert the parents. Communicate regularly with the parents to notify of actions being taken, support staff involved, and student progress.
3. Involve/consult with the School Based Support Team that includes the Special Services/Education Coordinator, and notify the Director of Teaching and Learning, and the Executive Director.
4. If referring for physical/occupational therapy or behavioral support, consult with the Special Services/Education Coordinator to develop a behavior intervention plan and/or initiate at-risk counseling.
5. If in-class and other intervention programs have been attempted, but the child does not demonstrate adequate progress, all teachers and specialists involved, as well as the Executive Director, will review data to decide if a special education evaluation is warranted. The parents will be notified of the school's recommendation and a letter mailed to their home notifying them of initiation of intervention services.
6. The school can refer the student to the Planning and Placement Team (PPT) for formal assessment based on the documentation of inadequate progress by the child. The parent should be notified prior to the submission of a special education referral.
7. With parental consent, the PPT of the district in which a student resides can conduct a formal evaluation. School administrators are responsible for the decision to proceed with the Initial Referral Procedures if the child does not have an IEP or request a modification to add a service to an existing IEP.
8. A detailed communications record is kept throughout the process.

If a young man qualifies for special services after being evaluated, EC Prep staff will collaborate with the parent and PPT on an IEP or 504 plan. Student progress will be monitored, documented, and reported to parents and the PPT as needed, with annual reviews of IEPs. If a student does not qualify for an IEP, he will continue to receive interventions from classroom teachers and specialists who will collaborate to provide as much support as possible for the child's success.

Plan to engage the parents of students with disabilities.

An EC Prep parent is viewed as a partner in the growth and development of our collective young men. They are involved in school life in multiple ways and are engaged in dialogue early on of emerging concerns and planned strategies for working with their son. This includes being active participants in their school activities and the social and emotional work provided through the House system experience.

Step 1(Initial Meeting):

The introductory meeting with every family occurs during orientation, after matriculation. Our team ensures parents understand their rights, the referral and evaluation processes, available services, and how EC Prep will address their son's needs. Parents will also be given critical information available through the CSDE, BSE, and New Haven School District websites, as well as guiding documents, forms and procedural safeguards.

Step 2 (On-going Support and Communications):

Parents of students with special needs receive the same information as all parents, at the same scheduled intervals. In addition, approximately 4-5 times a year, the school will offer parent workshops specifically designed around information that impacts their son's education and/or ways for the school and family to collaborate in supporting their son. Workshops may include information about state tests and how best to prepare their son, or informational sessions about educational options for those whose sons are preparing to graduate from the school's program. Topics are determined based on the needs of the parents. EC Prep will make every effort to schedule workshops and open informational sessions outside traditional work hours to allow the maximum number of families to attend.

Step 3 (Review and Oversight)

According to C.G.S. Section 10-66ee, the school district in which a student resides is responsible for convening a PPT and must invite the child's legal guardian and representatives from the charter school to participate. In turn, the charter school is responsible to provide services that are mandated in the student's IEP and to maintain communication with the parent and PPT⁷³. For children still in the referral and evaluation processes, parents will receive reports as soon as these become available from the PPT of the district in which the child resides.

III.3. English Learners/Multilingual Learners

Charter schools in Connecticut are public schools that typically enroll students through a free and open lottery process. Therefore, the proposed school must be prepared to enroll students with diverse learning needs, including English learners (EL)/Multilingual Learners⁷⁴ (ML), all of whom must be provided with full and meaningful access to the general education curriculum. This section of the application should describe the school's EL/ML programs and services, and how they will be implemented.

As described in Section III.1a, more than 34% of New Haven's residents speak a language other than English at home, with EL/ML representing some 14.5% of New Haven's School District's population. Our school celebrates difference and diversity, and we plan to serve all English and Multilingual Learners using the UDL aligned Sheltered Instruction Observation Protocol⁷⁵ (SIOP) structured

The SIOP approach is one that mitigates the barriers to accessing content by embedding specific core components of consideration, comprising 32 features, into the curriculum and lesson plans. These are: building background knowledge, providing comprehensible input, strategies, interactions, practice and application, lesson delivery, and review and assessment. The SIOP approach directly aligns to the EC Prep philosophy that all teachers are teachers of language, not just a reading or ESL/TESOL teacher. This empowers every teacher to impact a student's interaction with each piece of literacy: reading, writing, listening and speaking. The EC Prep UDL guided curriculum and instruction components, such as Vocabulary and Language play, are representative of a SIOP strategy in action.

SIOP and CSDE's guiding documents are used to ensure all programs align to state and federal requirements. EC Prep shall comply with all applicable laws including Title VI of the federal Civil Rights Act of 1964 and the federal Equal Educational Opportunities Act of 1974.

III.3.a Describe the proposed school's plan to support a responsive general education classroom that will provide EL/ML students access to the general education program.

⁷³ www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/ParentalChoice.pdf

⁷⁴ While the federal legal term remains English learners, the CSDE is transitioning to using the term Multilingual learners in order to be more assets-oriented and acknowledge the strengths that these students bring. Multilingual learners (MLs) and English learners (EL/MLs) are used synonymously in this document.

⁷⁵ <https://www.savvas.com/index.cfm?locator=PS2rWo>

In our commitment to a collaborative and inclusive learning community, we will encourage rapid achievement of proficiency in English, while celebrating each young man's cultural heritage as associated with mother-tongue languages. The Director of Teaching and Learning and EL/ML Coordinator will ensure that EL/ML youths have necessary SIOP based UDL supports embedded in their schedules, so that they have full access to our general education program. Instruction may also include Structured English Immersion (SEI) and Structured Dual English Immersion. EL/ML students will fully engage in the House system, which will help avoid creating separate language-based groupings, and help our young men quickly learn from one another. SIOP instruction is multimodal and provides for instruction to be delivered in authentic context as much as possible, which EC Prep does through our action-oriented classroom learning approach and our authentic Action Labs.

The curriculum and instruction program are specifically designed with enough flexibility to include all learners, including EL/ML. EC Prep acknowledges that a transparent lottery system may generate a larger than anticipated EL/ML population, since there is a recognized achievement gap for low-income, minority and EL/MLs students in New Haven. EC Prep intends to close this achievement gap and provide equitable opportunities for each young man using several CSDE guiding documents (including the *English Learner Frameworks to plan, instruct, and assess EL/ML*, *Scientific Research-Based Interventions for English Language Learners: A handbook to Accompany Connecticut's Framework for RTI*, and the *State Education Resource Center's (SERC) English Learner Resource Center*, as well as the *Administrative Resource Handbook for Coordinators of Programs for English Language Learners in Connecticut's Public Schools* released by the State Education Resource Center (SERC) of the CSDE) to support student achievement for EL/ML linguistic and academic success.

Once appropriate scheduling supports are constructed, the EL/ML coordinator will work with teachers to develop holistic supports for day-to-day use. These include regular, daily advisor/(EL/ML) student check ins to gain feedback on academic progress and emotional-social wellbeing. As with IEP students, the advisor will regularly communicate with parents to provide updates on academic progress, and to receive feedback on progress outside school.

Pursuant to Connecticut's Bilingual Statute⁷⁶, EC Prep understands its responsibility to provide a bilingual education program if 20 or more speakers of the same *native* language are identified as EL/MLs and are enrolled in the school's programs. In this case, EC Prep will address student learning with the implementation of a two-way language immersion model. This will allow the EL/ML student to avoid language isolation and benefit from the access to native English speakers and not have the expectation of academic rigor diminished.

As part of our flexible staffing model and based on demographic data, we will already have a ESL/TESOL teacher on staff. Initially, working with the Director of Teaching and Learning, this teacher will act as the EL/ML Coordinator and assume all necessary responsibilities for consulting with teachers for effective instruction. The Director of Teaching and Learning will be responsible for monitoring programs, student achievement, and reporting requirements.

SIOP, in an inclusive general education environment, will ensure that EL/ML students have equitable access to the comprehensive RTI program, rigorous curriculum, and instructional programs. EL/ML students will have support within an inclusive, general education classroom. The high expectations for EL/MLs will be bolstered by the individualized and differentiated support they need for linguistic and academic achievement through the school's three-tiered RTI program. The level of support and intensity will be determined based on a student's

⁷⁶ www.sde.ct.gov/sde/lib/sde/pdf/curriculum/bilingual/ell_admin_resource_handbook.pdf

performance on identification criteria and ongoing monitoring assessments. As with all students, EL/MLs will benefit from increased personal interactions through the school's supportive House system and reduced student-to-teacher ratio.

If a young man qualifies as an EL/ML, it does not mean he must have special education services, but similar strategies to develop proficiency with foundational listening, speaking, reading and writing skills are used. EC Prep anticipates that the needs of most EL/ML students will be met through UDL Tier 1 core instruction. For students who require Tiers 2 and 3 interventions, the school will provide appropriate supplemental curriculum materials, resources, and strategies for flexible differentiated individual and small group instruction targeting specific needs.

EL/ML students will be assessed continuously to determine academic and linguistic progress. The Language Assessment Scales (LAS) Links assessment is administered each spring as an annual measure of student progress and proficiency, and may also be administered during the school year. These results shape, modify and direct interventions, services, and daily instruction. EL/MLs will also participate in Connecticut's annual Smarter Balanced Assessments. As more young men are eligible for these exams, we will ensure we keep within CTs regulations and accommodations for EL/ML accessibility. In addition, informal observations and interviews, curriculum-based assessments, norm referenced measures, internally developed measures, and the DRA are used to measure academic progress.

III.3.b *Present a comprehensive plan that addresses the proposed school's methods and strategies for identifying and serving EL/ML students, administering the mandated annual Language Assessment Scale (LAS) Links assessment and how students will exit from the program. In addition, present how data will be used to inform instruction and how the school will monitor the continued progress of exited EL/ML students.*

Identifying EL/ML Students. Unless a student enrolls at the school having previously been identified as an EL/ML, EC Prep will identify students in three general steps.

1. *Preliminary Assessment of Dominant Language – Home Language Survey:* The enrollment survey is designed to identify students who may have limited English proficiency.
2. *Final Determination of Dominant Language – Interview, observations, and possible assessment:* If the Home Language Survey suggests that the young man's native or home language is not English, then school staff or hired translators will conduct an informal interview in his native language and/or English. If the interviewer determines that the young man speaks little/no English, he will be classified as an EL/ML student and be tested using the Language Assessment Scales (LAS Links). To qualify as an EL/ML, a young man must demonstrate both linguistic and academic challenges.

Determination of English Language Proficiency – Interview, LAS Links, Observations, Review of Academic History. Process for the Identification of EL/MLL Students: When the dominant language is not English, EL/ML eligibility is based on three indicators: Proficiency interview, English Language Proficiency Test (LAS Links), and consideration of state test scores and previous academic records, if applicable. A more formal, diagnostic interview will determine a young man's mastery of English, and his previous academic records, if available, will be reviewed for previous state test scores and grade-level classroom performance.

Before recommending that any young man undergo an evaluation for learning disabilities, the school will consider whether he has limited English proficiency. Teachers/administrators will receive training on identifying and educating EL/ML students and will observe each young man throughout the day, focusing on the quality of interactions with English-speaking peers and staff.

Services for EL/ML Students: EC Prep will educate EL/ML students beyond the UDL aligned SIOP approach with add-on differentiation through structured English language immersion with pull-out instructional model as appropriate. EC Prep assures the least isolating option is implemented and that:

- EL/ML students will not be excluded from curricular and extracurricular activities based on an inability to speak and understand the language of instruction,
- EL/ML students will not be regarded as needing special education services because of their lack of English proficiency,
- Parents or guardians whose English proficiency is limited will receive notices and information from the school in their native language so that they can participate fully in the EC Prep community,
- All students, regardless of language proficiency, will be provided the necessary curriculum and instruction to allow them to achieve to the school's high standards, and
- A certified or licensed ESL/ESOL teacher will monitor students' progress and ensure that classroom teachers have the tools they need to ensure student success.

EC Prep's flexible staffing model has an ESL/TESOL teacher on staff from the day of opening to support classroom instruction as a co-teaching specialist. They source specialized curricular materials so that students achieve proficiency within the UDL approach. As the language specialist they meet regularly with grade level teams to discuss strategies, interventions and specific students. If necessary, EC Prep will address the needs of students who struggle with the structured English immersion program by providing pull-out instruction. EC Prep may also directly provide or make referrals to appropriate SRBI support services which some EL/ML students may need in order to achieve and maintain a satisfactory level of academic performance.

All instruction will be in English, however, the level of English used for instruction - both verbal and written - may be modified appropriately for any EL/ML student. The same academic content as native English speaking classmates is accessible and will not be discouraged from continuing to use their primary language while learning English at school. Content workstations supplement direct instruction when needed. Audio versions of text and translated text may be made available to reduce any barriers to access grade level content.

Teachers participate in ongoing professional development training on instructional and classroom management strategies for students designated as EL/MLs. The school will also seek to participate in training resources and workshops at the district and state levels for additional support. Classroom strategies for intervention include:

- **Vocabulary and language play** - the standard UDL-based practice of vocabulary introduction and review may include additional visuals to go with it or students receive the vocabulary list in advance to study and define.
- **Visual learning**- already embedded as a UDL practice, additional visuals may be introduced as a practice of added differentiation. Paintings, pictures, diagrams, and charts are used to add additional understanding.
- **Explicit instruction**- classroom specialists can implement a variety of instructional methods such as one-on-one conferencing, or parallel teaching in small groupings allowing for direct and explicit instruction.
- **Peer teaching** - homogeneous or heterogeneous groupings are devised depending on need thereby proving a setting rich in personalized listening, speaking, reading, and writing.
- **Authentic assessment**- action-oriented lessons means a variety of authentic situations provide a variety of observational opportunities for assessing students. Also, every student has a choice in how they present their understanding. In this way, an EL/ML student may choose to act out, draw about, or

present an essay in their mother tongue to show their mastery of content. Classroom teachers are facilitators of learning and partners in student growth and development.

- **Relevant teaching through themes-** used for all students, and particularly useful for the EL/ML student is the use of relevancy in material and content. Lessons are presented as authentic and applicable in the real world sparking student curiosity while activating prior knowledge and connecting with a student's established frame of reference.

Structured English Immersion gives teachers flexibility in the classroom to utilize a variety of teaching techniques that are differentiated for the EL/ML student yet useful to all students. Natural talk during small group breakout time is an example of this where peers are modeling learning or tasks and impart a naturalized tone of language for the EL/ML student to pick up on. . The Structured English Immersion model requires daily English Language Development (ELD), a type of instruction that teaches English language skills to students who are in the process of learning English. The focus is on pronunciation, the structure and form of words, syntax, vocabulary, and semantics. ELD is particularly brought about through the interactions in the House system as students work together on their projects and everyday House events.

Exit Criteria: Any young man identified as EL/ML who passes their LAS Links or other exams, will no longer need EL/ML services. In accordance with CSDE's requirements, students must achieve the following linguistic and academic criteria in order to exit from services:

1. An overall LAS Links Level 4 or 5
2. End of year grade level performance on the DRA
3. Grades 3-8 = Smarter Balanced Assessments exit criteria to be determined by CSDE .

EC Prep will inform parents, the district and the state about students who successfully meet the criteria for declassification (EL/MK exits). The district will communicate with Title III Directors. All EL/ML exit students will be monitored for an additional three years to ensure the student is making adequate progress throughout the year, and from year to year.

III.3.c Describe the manner in which the proposed school will ensure that it provides parents and guardians of EL/ML students' report cards and progress reports in the same manner and with the same frequency as general education reporting.

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 each year. The *Home Language Survey* will help identify families whose primary home language is not English. EC Prep will communicate with parents in the language the parents best understand or authorize. Translated forms and documents will be distributed by mail and posted on the school website. EC Prep will ask one of its bilingual teachers, a fellow parent who speaks the same language, a family member, a community volunteer, or, if all other measures are exhausted, a paid translator, to provide clear communication with the parent/guardian in the parent's native language. Public meetings, parent conferences and parent workshops will include translators on an as needed basis.

School staff or parent volunteers are made available who are able to translate during school events. EL/ML student data will be reported in the same manner and with the same frequency as for general education students, but we will indicate availability of this information in a language the parent can understand. If needed we will seek staff or student family members who can provide direct translations.

EC Prep will seek opportunities for productive dialogue with the parents, who will be asked to participate throughout the screening and evaluation process, in the interviews and survey forms as needed, and will be regularly informed of any changes to the child's support services.

III.3.d Present a detailed plan that addresses how the achievement needs of EL/ML students will be monitored and how that process will be used to evaluate the effectiveness of the program and ensure that the needs of EL/ML students are met.

EC Prep will periodically evaluate the effectiveness of its EL/ML program by confirming whether it is successfully helping EL/ML students overcome language barriers, so they can participate meaningfully in school programs without added supports. Individual, cohort, and schoolwide progress will be monitored and measured. Other tools used to evaluate success will include, without being limited to: testing using the LAS Links, standardized tests taken by all students, and the Smarter Balanced Assessments; teacher evaluation of each student's performance in academic content areas to measure the student's progress in core subjects; and, informal teacher observation to determine English comprehension and speaking. If the school qualifies for Title III funding, the school will also monitor if EL/MLs are meeting Annual Measurable Achievement Objective (AMAO) targets.

If it's found that its EL/ML program is not meeting its full participation goal, it may be modified, especially if deficits are noted across a range of students. An evaluation will determine if the gaps are due to schoolwide curriculum and strategies, and if yes, these will be adjusted. Short-term instructional modifications will be made by the teaching staff and Director of Teaching and Learning, while more comprehensive adjustments will be made at the leadership and Council level. The Council will rely on data reports and dashboards furnished by the school's Executive Director and Education and Accountability Committee at each Council meeting.

In addition, EC Prep will look at disaggregated data on State proficiency tests for EL/ML students as a group to evaluate whether the students are making progress in acquiring competency in the English language as well as progress in core subjects. Linguistic and academic performance should be on a par with non-EL/ML students. EC Prep will track how many students are declassified as EL/ML and the number of instructional years it takes for declassification to occur. Finally, we will track our students' achievement to see if there is a significant variation in academic progress.

III.3.e Detail how the proposed school will meet the state bilingual education requirements and federal requirements of EL/ML students by including a plan for the provision of certified personnel, receipt and retention of appropriate documentation, classroom adaptations, and sufficient professional development for staff.

EC Prep is committed to providing a quality instructional program for its EL/ML enrollees that drives achievement and closes achievement gaps – identified as a key issue in the New Haven public school system. The school will use all resources, guiding documents, and supports made available by the district and the state to ensure that the EL/ML program is fully compliant with all local, state, and federal legislation and regulations, and notably with the provisions listed below:

Certified Personnel – As part of the flexible teaching staff, EC Prep will include at least one teacher with dual certification in middle school education and Teaching English to Speakers of Other Languages (TESOL) and/or is bilingual. This person will report to the SSC, act as the EL/ML Coordinator and assume all necessary responsibilities in consulting with teachers for effective EL/ML instruction. The Director of Teaching and Learning is responsible for monitoring programs, student achievement, and reporting requirements. If 20 or more speakers of the same native language are enrolled and identified as EL/MLs EC Prep will ensure that a teacher who is bilingual in both English and that native language is available to provide instruction.

Documentation – As with our policy on IEPs, our student records are held in strict confidence in a locked cabinet or via a password-protected student data management system. If the child moves to another school, EC Prep will be diligent in making the documentation available to the next school.

Student Assessments – Unless otherwise indicated in the student’s learning plan developed for all Tier 2 and 3 students, every student will be expected to participate in the school’s assessment program, to include curriculum-based assessments, informal classroom measures, interim benchmark assessments, diagnostic screenings, norm-referenced tests, and statewide performance assessments. EC Prep will ensure that every student is provided with the appropriate assessment, alternative measure, and/or accommodations per CSDE requirements⁷⁷ once determined.

Classroom Adaptations – The school will be furnished with dedicated classrooms, communal space, and resource rooms to support the EL/ML educational programs. EC Prep will also be equipped with technology that allows for assistive interventions, such as headphones and microphones for practice with enunciation and formation of linguistic sounds, visual cues and adaptations, as well as adaptable furniture arrangements for specific needs such as individual and small group instruction.

Professional Development – All teachers at EC Prep will be provided with differentiated, ongoing professional development and they will benefit from common planning periods, weekly meetings with leadership, grade level professional learning communities that include both general and EL/ML educators, coaching and mentoring. EC Prep will also seek to collaborate with local district and support organizations such as the RESC, CSDE’s State Education Resource Center, and the English Learners Department of the New Haven School District, and attend regional, statewide, and national conferences. EL/ML and bilingual teachers will work closely with general educators in training and in practice to ensure that every student receives effective support. Finally, teachers and staff will receive training on the school’s SRBI program, identification process, implementation strategies, reporting requirements, and test administration.

III.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). Discuss the student recruitment process and timetable to ensure effective public information to attract a diverse student body. Please detail the proposed school’s plan to attract, enroll, and retain students from among the following populations: students with a history of low academic performance; students who receive free or reduced-priced lunches pursuant to federal law and regulations; students with a history of behavioral and social difficulties; students identified as requiring special education; students who are English language learners; or students of a single gender. Please also specify how the school will ensure that it complies with the provisions of C.G.S. § 10-15c (see Appendix E) and that it does not discriminate based on disability, athletic performance, or proficiency in the English language.

Admissions Criteria

Pursuant to the Connecticut General Statutes (C.G.S.) Section 10-15c, EC Prep will maintain an open enrollment policy and shall not discriminate on the basis of race, ethnicity, sex, gender identity or expression, religion, national origin or sexual orientation. While we are an all-boys school by design, we would not exclude any girl who sought to enroll. We will deliberately concentrate recruitment activities to high need communities,

⁷⁷ www.sde.ct.gov/sde/lib/sde/pdf/curriculum/bilingual/ell_admin_resource_handbook.pdf

and do not intend to apply to the SBE for a waiver of the requirements of the enrollment lottery (C.G.S. § 10-66bb(j)).

In the school's inaugural year, EC Prep will accept applications from legal guardians of new students qualifying for Grade 5. Enrollment is determined by lottery, pursuant to Connecticut General Statutes, and we will be part of the New Haven Public School choice lottery system. In subsequent years, enrollment preference is given to returning students and siblings of returning students in that order, and will accept applications from legal guardians for all age and grade eligible students.

Application and Enrollment Procedures and Schedule

Table III.4.1: Summary Schedule for Admissions and Enrollment	
Date	Action
January 15 – April 1	Online enrollment with paper made available as needed. Direct support for the completion of the application will be provided by EC Prep 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

EC Prep will participate in the New Haven city wide school choice lottery. If EC Prep does not participate in the school choice lottery a full school-based system will be implemented. The school will accept completed applications from mid-January through April 1 (see Table III.4.1). (As the approval of our charter is contingent upon funding appropriations by the General Assembly,

EC Prep will likely accept applications until June of 2024 for Year 1 of operation.)

Mid-Year Enrollments and Back-Filling Seats

Applications may be submitted electronically through the school's website, or in hard copy. Once all vacancies are filled through the lottery, a waiting list is created. If vacancies arise during the school year, the school will backfill any open seats from the waitlist. Applicants who have siblings already attending the school are given preference for any vacancies that occur. Enrollment packets will clearly articulate required documentation, to include appropriate proofs of identification, residency, and health records, etc.

Building a Diverse and Inclusive School Community

In order to build a diverse and inclusive school community, EC Prep will make every effort to welcome families whose home language is not English. A comprehensive plan to support the recruitment of EL/ML families was described in Section III.3. Marketing and recruitment efforts will focus primarily within New Haven but will be expanded to include surrounding communities.

The marketing, recruitment, and outreach process will be staged in three phases as described in Table III.4.2, below.

Upon approval of our initial charter certificate, EC Prep will begin to raise public interest around the school, engage in advertising and marketing, and in widespread recruitment. As EC Prep finalizes the Governing Council and recruits key personnel, it will have spokespeople to engage in personal, active recruiting. There will be targeted outreach to specific populations such as families with children identified with special needs or English

Table III.4.2: Approximate Timeline for Recruiting and Enrolling Students		
Activity	Timeframe	Strategies
Phase I: Raising initial public interest and awareness	Winter 2023	Construction of the school's initial website; announcements in local newspapers, social media, and public outlets
Phase II: Engaging the community	Summer 2023-Summer 2024	Meetings with local and surrounding districts and community-based organizations representatives: • Attendance at open houses, public meetings, meet-and-greets, and presentations • Neighborhood canvassing • Distribution of flyers and mailings • Local media station advertisements
Hiring key personnel		
Phase III: Hosting public forums, announcements, discussions, and meetings	Summer 2023- 2024	Hosting open houses and meetings with potential students, families, and community members
Application submissions	January to June 2023, (Jan-April from 2024)	Applications will be reviewed to ensure all supporting material is included
Application Reviews	January to Mid-June 2024 (Jan-April from 2025)	Applications will be reviewed to ensure potential students meet age and grade eligibility requirements
Admissions Lottery	Mid to late June 2024 (Mid to late April from 2025)	If the number of qualified applicants exceeds the number of vacancies available, the school will hold a public lottery conducted by an independent third-party organization
Enrollment/Orientation	June to August 2024	All enrolled students will go through an orientation process that includes the collection of any previous school records and documents, as well as a family orientation program prior to the first day of attendance
Ongoing Enrollment	August 2023 –August 2024	As vacancies occur during the school year, students on the waiting list, or new applicants if no such waiting list exists, will be admitted on a first come, first-serve basis. Siblings of enrolled students will be given preference.

learners with specifics on our programs. Diverse strategies will be deployed to attract a diverse student body and broaden the scope and depth of outreach, including:

- Establishing a positive rapport with representatives of the local and surrounding districts and with community-based organizations to cultivate a collaborative relationship
- Attendance at a variety of events, including ESL programs for adults with school-aged children (EL/MLs), county health centers (FRPL, SWD), doctors' offices, libraries, family service providers (FRPL, SWD), housing associations (FRPL), counseling centers and support groups (history of social/behavioral problems), tutoring groups (history of low academic performance), and places of worship (churches, mosques, temples, etc.)
- Neighborhood canvassing in areas with higher concentrations of public housing developments (FRPL) and multicultural communities (EL/ML)
- Distribution of flyers and mailings in English, Spanish, and prevailing languages (EL/ML)
- Local media stations (radio and internet) that target both English and non-English speaking audiences (EL/ML)

EC Prep proposes to enroll 5th graders, who will have academic or behavioral records, and who may have previously received early screening and interventions for academic, social, or behavioral difficulties. We will continually emphasize to all families that the school's policies support open enrollment, non-discriminatory practices, and an inclusive educational model.

As a school of choice, EC Prep recognizes that parent satisfaction is critical to student retention. We plan to maintain high levels through excellent achievement outcomes, retention of students, engagement of families, ongoing communication, individualized instruction, personalized support, and comprehensive services. Parents can have an active role in their son's education, provide feedback and participate in mobilizing school-wide efforts as mentioned previously. The founders recognize that the school is a service organization, and embraces its responsibilities to the children, families, and community, and the importance of satisfied families as a means of drawing in other boys and their families.

III.4.b Describe the efforts the proposed school would make to reduce racial, ethnic and/or economic isolation. Please discuss relevant programs (e.g., curricular and extracurricular and/or student teacher recruitment), if any, the school plans to implement.

New Haven's achievement gap, language concerns, and high levels of truancy have been documented throughout this application. As described previously, EC Prep intends to offer more equitable opportunities for young men with disabilities, English Learners/Multilingual Learners, and those with other differences, to allow them to succeed at their own pace throughout and beyond their academic careers, and to do so supported by their House cohorts. Ethnic and economic isolation is reduced by targeted recruitment of students in areas beyond the immediate school location. This has been shown to be effective with other charter and magnet schools, who attract a larger number of suburban students.

Closing the achievement gaps currently prevailing in New Haven public schools should help counter the isolation experienced by many young men. In seeking to ameliorate achievement disparities, EC Prep delivers an approach focused on building cohorts of young men who collaborate on real world projects, adventures, and experiences that reflect the adult working world. This inclusive model is structured through programs that deliberately individualize instruction to meet the needs of every learner, while looking at each young man in terms of his curriculum, framed through the novel-based approach, his need for hands on action lab experiences, his need to belong with other young men in a competitive house system, and framed by his real-world

engagement. This delivers the foundational skills necessary for success in later grades and will support learning on a wide spectrum of proficiency levels while reinforcing common linkages without focusing on perceptions of difference. The diverse student body will be introduced to a variety of materials, activities, and experiences to expose students to a wider array of cultures, backgrounds, beliefs, and traditions.

The school uniforms help to reduce socio-economic tensions that might otherwise distract students, while providing a public symbol of unity and pride, differentiated according to House. The small learning environment and reduced student-to-teacher ratios allow more frequent and personalized interactions between students and staff members. Throughout their daily discourse, teachers will continually endorse the school's core values which exemplify our emphasis on helping each student understand that he is a valued member of a larger community.

Our teaching staff will be sourced through widespread recruiting efforts. We seek the most qualified candidate for each position, to build a diverse set of teachers, representative of New Haven, and also of the world's many cultures. As noted in Section III.X, the school will be an equal opportunity employer, abiding by all affirmative action regulations, and providing opportunities without discrimination of race, gender, preferences, orientations, or religion.

III.5 Student Discipline Policies

At EC Prep, we rely on student behavior management, founded on self-determination through which ALL the young men can achieve. The Boy's Own Culture reflected in the House system is expected to promote habits of success and leadership for each of the young men and create a culture and climate that is woven into curriculum and instruction, to provide a holistically responsive atmosphere that is stable, accepting, nurturing and restorative. Restorative practices recognize the impact of isolation, trauma and loss on our youth, and the importance of social and emotional health as a central component of learning. As we create an inclusive, restorative community focused on the young men, integrating teachers, other staff, their families, the community and one another, we also are intentional and clear on what is appropriate behavior and conduct in accordance with the school's Student Discipline Policy.

Our approach to discipline is rooted in a belief that the learning environment is sacred. Staff will embrace a proactive approach that promotes social-emotional growth and utilizes restorative practices to develop character and establish a safe climate.

III.5.a Discuss how the proposed school would create and maintain a safe and strong learning environment.

EC Prep aims to produce highly motivated and engaged young men who can read, write, communicate, compute, express themselves artistically, use technology, think analytically and critically, be self-driven, and conduct themselves with a strong sense of self, morality and ethics. Each young man will be supported by staff and his peers in the House system and is expected to conduct himself in accordance with his House's and the school's high standards. Young men are encouraged to be ambassadors representing the various facets of their lives, including their parents, race, gender, culture, spiritual beliefs, House and school.

Interpersonal Relationships are fostered because of our reduced student-to-teacher ratios and diversity in staff. Faculty is trained to establish frequent, meaningful, personalized, and thought-provoking interactions among young men, between young men and staff members, and with the outside world. Daily interactions are used for reminders and teachable moments to help young men identify, reflect on, and maintain their school conduct. Guidance and direction for prosocial behaviors are provided, reinforced through their House peers. All

classroom rules will be established and followed consistently, and reflected in House recognition. Daily routines and discussions will provide positive reinforcement for appropriate behavior.

All staff members serve as thought partners throughout the year in informal and scheduled meetings regarding school-wide discipline and incentives. We support the resources and intelligence of the staff to model and meet young men's individual needs. It is not about keeping young men out of trouble, it is about them learning to respect themselves, adults, peers, school culture, and property. The young men can depend on predictability and reliability when speaking with adults at EC Prep. Their relationships with role models among staff members establish a safe open dialogue to discuss their various needs and problem-solving to better equip them to address challenging circumstances.

The House points system reinforces the ability of young men to visualize direct links between actions and consequences as they are awarded or lose points on behalf of their Houses. Teachers engage young men on a daily basis via recognition and awards. They are encouraged to actively participate in class, produce top quality work, help their classmates, come to school every day on time and ready to learn. As young men practice the values learned through class discussions and foster prosocial behaviors and healthy relationships they earn points for themselves and their Houses. This shows them how to shine individually but underscores how rewarding it is to shine as a team, collectively. As thought-partners, teachers reinforce values and highlight model young men through classroom recognitions, school-wide assemblies, and informal moments of praise, but competing for such recognition allows each student's House to grow its reputation within the school and in the community.

As described in Sections I, III.2 and III.3, students will receive comprehensive support towards academic achievement aligned to SRBI practices. This includes the use of research-based practices, collective accountability, a relentless focus on continual improvement, early intervention and prevention, high quality curriculum and instruction, responsive teaching, a robust assessment program for progress monitoring, and the use of ongoing real-time data analysis to drive instruction. As we adopt these practices universally for all young men in every classroom, each effectively receives daily Tier I support, or a highly individualized instructional program, based on actual needs. In parallel, our social-emotional and behavioral supports encompass a consistent, systematic approach responsive to all students' needs. We will include ClassCraft⁷⁸ and gamification to provide active visual support to students that keeps them growing.

The leadership team will provide a unified vision and common language and collaborate with all staff to establish a positive school culture that builds self-management, reflection, problem-solving, and relationship building skills. These components promote an appropriate and respectful environment in which we foster thought provoking and reflective conversations that will help young men think through decisions, be aware of their choices, and recognize positive and negative consequences from the choice they made or need to make.

III.5.b. Describe the acts for which a student may be disciplined, include the consequences or range of consequences resulting from committing such acts.

EC Prep will review all infractions on a case-by-case basis and respond to ensure safety of the school community and restore order, in accordance with the interventions and disciplinary actions as determined in the school's approved Student Discipline Policy. It incorporates key requirements from the New Haven Public Schools Code of Conduct adopted in February 2021, Connecticut Education Laws⁷⁹, CSDE's Guidelines for In-School and Out-of-School Suspensions⁸⁰, and all local, state, and federal regulations applicable to

⁷⁸ ClassCraft.com

⁷⁹ http://www.sde.ct.gov/sde/lib/sde/pdf/publications/ed_laws_2017.pdf

⁸⁰ http://www.sde.ct.gov/sde/lib/sde/pdf/pressroom/In_School_Suspension_Guidance.pdf

Connecticut public schools. Any changes in policies are subject to approval by the school's Governing Council, as well as by relevant local district and state authorities.

Each review will consider the child's age and developmental level, the intent of the action, and nature, severity, and frequency of misconduct. Upon approval, EC Prep will develop, revise, and finalize its written policies found in the Student Discipline Policy, included as Appendix F. EC Prep's policies reflect the school's high expectations for school conduct with complete transparency. The Student Discipline Policy parallels that of New Haven Public Schools⁸¹, and is designed to ensure that:

1. expectations are fair, age appropriate and consistent across all classes.
2. behavioral expectations protect and support the educational process and every young man's right to an education.
3. all young men understand the behaviors expected of them, and
4. all young men understand what will happen if they engage in behaviors that harm others and/or disrupt the learning environment.

We rely on a clear, coherent, and logical progression of interventions supported by appropriate disciplinary and other responses, including clear instructions on how decisions can be appealed.

At EC Prep, discipline is considered a restorative⁸² process in which students learn to develop self-control with intrinsic motivation to succeed in a safe learning environment. The classroom teacher is typically the primary moderator for appropriate conduct, so that behavior management takes place within the classroom. Disruptions are prevented through effective communication, strategic prevention, positive interventions and reinforcements, visual/verbal reminders for students to remain on task, and consistent engagement of students. Through the House system, there is further reinforcement from House-mates toward good behavior, and to avoid losing points collectively earned for the House. Classroom teachers have options in managing and moderating inappropriate behaviors such as:

- Private student conversations with teachers or school leaders in a mentoring capacity;
- Devising activities and projects that engage the student in positive behaviors;
- Use of competition for House points (adding/removing);
- Intermittent planned breaks that provide either quiet meditative time or additional opportunities to move about;
- Planned short-term relocation to a classroom to join their lessons (change of environment);
- Developing behavior modification plan for student and/or change of intervention;
- Contact with student's parent by phone or note for positive reinforcement;
- Schedule formal parent-teacher conference/intervention review;
- Request meeting with the parent-teacher-Director of Teaching and Learning;
- Referral to the Social Worker and/or School Based Support Team; or
- Request formal evaluation with review of anecdotal records as evidence of previous intervention methods used.

Referrals to school leaders, detentions, and suspension have more serious consequences and are available for situations which are emergent and pose a risk to the safety of the boys. As safety is paramount, EC Prep will prioritize restoring order and preserving the safety of all boys. We classify behaviors that result in harm or disruption to the learning environment into the four levels used by NHSD: Minor, Intermediate, Major I and

⁸¹ <https://www.nhps.net/cms/lib/CT50000447/Centricity/Domain/68/Adopted%20Unified%20Code%20of%20Conduct%20020821.pdf>

⁸² Per NH Code of Conduct: Restorative Practices "are processes that proactively build healthy relationship and a sense of community to prevent and address conflict and wrong doing." Therefore, a restorative approach is meant to restore balance, improve or build relationships, and promote cooperation between community members. It is most effective when used proactively to prevent conflict and harm, rather than solely as a response to events.

Major II. Suspension is reserved for more serious behavior, or when restorative practices have failed. Expulsion is reserved for the most serious behaviors that impact the safety of the school community and will be governed by NHSD requirements. These classifications apply to travel to and from school, behavior at school, and while participating in a school sponsored event (including House events off school property).

The infractions presently listed in the Student Discipline Policy are not all inclusive. Depending on the nature and severity of the infraction, EC Prep may need to contact local law enforcement or other community-based organizations for support. The finalized Student Discipline Policy will contain graduated accountability measures for repeated misbehaviors. More severe measures will be reserved for students who demonstrate a pattern of persistent misconduct or demonstrate intent and severe, injurious behavior that harms others. Whenever possible, EC Prep will exhaust less severe, restorative, disciplinary responses and interventions before escalating.

Once finalized and fully approved (school, district, and state), the Student Discipline Policy will be distributed to every family upon enrollment, made available to all staff members, and incorporate the rules and expectations for proper behavior, the resultant consequences to any infractions to the code, descriptions of due process, and student/parental rights.

III.5.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.

Suspensions and expulsions serve as last resort options for disciplinary actions and are only used according to prevailing New Haven, state and federal requirements, whichever are most restrictive. EC Prep will avoid removing students from the classroom environment whenever possible and only after exhausting all other intervention measures, unless the young man is demonstrating conduct that immediately threatens the safety of the students, staff, property, and/or other members of the school community.

This includes, but is not limited to: endangering the safety of others; serious disruptions that impede the school's operation; assault against fellow students, staff, or other members of the school community; felony convictions; possession of a weapon or illegal substance; sexual, racial, or otherwise harassment of a fellow student, staff member or other school community member; committing or threatening to commit physical, sexual, or injurious harm; gang-related behavior; or a longitudinal history of committing such acts.

Suspension from school or transportation services may be used for safety concerns and to protect against further harm but the young man must meet either Criterion 1 or 2 (per the NHSD Code of Conduct, page 18) to be considered for out of school suspension. The length of suspension is appropriate to the needs for safety or protection, the nature of the harmful behavior, and to the number of previous instances of such behavior. Any prior restorative efforts should be documented prior to suspension, and the student(s) lose all privileges pertaining to extracurricular events and activities while pending application of a restorative practices process. Any further loss of privileges would be determined through the restorative practices process.⁸³

Suspension from school or transportation services is required pending implementation of a restorative practices process or initiation of expulsion proceedings (which must meet the NHSD expulsion hearing process criteria). If the Executive Director determines that there are extenuating circumstances, the length of the suspension should be appropriate to the harmful behavior exhibited, to safety and protection of those who are harmed and

⁸³ NOTE: Since major disruptive or harmful behaviors II actions involve possible criminal acts under Connecticut Law, the appropriate law enforcement agencies will also be notified

others, and to the number of previous violations. Current and previous restorative applications with the young man will be documented and considered.

In-school suspension may be used, where needed for safety, protection of those who have been harmed, or prevention in the short term of further disruption. Unless conditions do not allow, time spent out of class is limited and timed. The Executive Director/designee will use his/her discretion regarding the location and duration of the classroom removal. S/he will determine if the student can remain on school grounds safely for all individuals and school property, or if the misconduct warrants that the child be removed from school grounds during a time of suspension. The decision will be based on weighing the evidence and reviewing mitigating factors, in accordance with CSDE's Guidelines⁸⁴ for in-school and out-of-school suspensions. In-school suspensions will take into consideration the following:

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

The Executive Director/designee, has the right to invoke suspension for a period of up to 10 days with or without recommendation for expulsion, or in-school suspension for up to 5 days. Except in an emergency situation, prior to making this decision, the Executive Director/designee will provide verbal notice of the infraction(s), explain the evidence if the child denies the infraction(s), and give the child an opportunity to explain the situation. The parent/guardian will also be notified, and EC Prep will take all appropriate measures pursuant to school policies to provide continued instruction during the suspension.

All students and families have the right to due process and a formal hearing as a part of the disciplinary process as described in the discipline policy. In cases where conduct could potentially lead to a suspension of more than 10 days or a recommendation for expulsion, particularly for a student with disabilities, the Governing Council, PPT, parent included, will convene to determine if the cause of the behavior is directly related to the student's disability. Such a student may be suspended for up to 10 days pending determination. If the misconduct is directly related to a disability, the PPT shall revise the student's IEP to prevent recurrence and ensure the safety of the other students and staff. If a parent requests a due process hearing, the student will remain in his interim placement pending the decision from the hearing and any subsequent judicial review. Students with disabilities may be assigned to a temporary alternative educational site for no more than 45 school days if the conduct involved sale or distribution of drugs or possession of a weapon. The temporary placement will be determined by the PPT.

For students whose conduct warrants a long-term out-of-school suspension or expulsion, EC Prep will convene with the host district to determine an alternative educational placement.

In the case of students with disabilities whose misconduct is not a manifestation of the child's disability, he will be disciplined in the same manner and duration as his nondisabled peers. In accordance with FAPE (Free and Appropriate Public Education) regulations and CSDE's guidelines, in-school suspensions will not count toward days of suspension or absence provided that the student is able to: return to class within the regulated timeframe, continue to participate in the general curriculum, continue to receive services as delineated on his

⁸⁴ http://www.sde.ct.gov/sde/lib/sde/pdf/pressroom/In_School_Suspension_Guidance.pdf),

IEP, and continue to participate in activities with nondisabled peers to the extent that he would have access in his regular instructional placement.

If the misconduct is a direct reflection of an identified or suspected disability, EC Prep will refer to the student's IEP, 504 plan, and/or Behavioral Intervention Plan (BIP) and the PPT for guidance. A manifestation determination must be conducted for expulsion or suspension for more than 10 consecutive school days, removal due to special circumstances, and any other change in placement. EC Prep will conduct a Functional Behavior Assessment (FBA) and implement a BIP, or review and modify the BIP if one already exists. EC Prep will ensure compliance with all federal, state, and local statutes, students' IEPs, 504 plans, and recommendations of the PPT to provide responsive discipline for students with disabilities, to include decisions pertaining to any suspensions and/or expulsions.

EC Prep will maintain written records of all infractions, particularly suspensions and expulsions. In cases where a student's IEP includes a BIP, the student is disciplined accordingly. The School coordinates with the PPT of the student's district of residence in cases if, for example, the infractions would mandate a suspension of 10 or more days, if there is cause to consider changes to a student's IEP/BIP, or if the infraction requires the provision of services during the student's removal for such offenses as drug or weapons charges. Parents are provided with the Procedural Safeguards, which inform the parents of their right to due process.

III.6 Human Resource Policies

III.6.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 an Executive Director.

EC Prep's rigorous recruitment, screening, and selection process is focused on appointing highly qualified and passionate professionals who are deeply committed to the school's mission, vision, and philosophy and to providing equitable opportunities for all learners. The Governing Council will hire, evaluate, and dismiss the Executive Director. The Executive Director has the authority to select, assess, and dismiss all staff and faculty.

All applications will be accepted online, in person, and by mail (postal or electronic). As an equal opportunity employer, EC Prep will adhere to CSDE's Affirmative Action Plan, with consideration to the state's plan for "Ensuring Equity and Excellence for All Connecticut Students"⁸⁵ (see Section III.6.d, *Affirmative Action*). The Governing Council may engage a hiring firm, elicit the support of the school's founding members and use its community affiliations to support the search for the Executive Director. Once candidates are identified, the Education and Accountability Committee of the Governing Council will screen them by researching their credentials, through phone and face-to-face interviews and by requesting performance tasks or scenarios that reflect how the candidates would manage specific responsibilities in their role. The Committee will present its recommendations to the full Governing Council, who needs a majority vote to hire. In addition to demonstrating the ability to meet the performance requirements listed in Section II, the ideal candidate will also fulfill the requirements outlined in the Executive Director's job description (Appendix D).

Once hired, the Executive Director will follow a similar process to develop candidates for the Leadership positions. A broad and diverse pool will be established by recruiting through: media advertisements (electronic, newspapers, flyers, and educational journals); postings at local universities; teacher recruitment fairs; social media (Facebook, Twitter, etc.); school website; electronic job search engines; leveraging personal and professional relationships, contacts, and networks (Governing Council members, community members,

⁸⁵ Connecticut State Department of Education. (2016). Ensuring equity and excellence for all Connecticut students. Retrieved from http://www.sde.ct.gov/sde/lib/sde/pdf/board/five_year_comprehensive_plan_for_education.pdf

founding members); district newsletters; radio advertisements; and local, regional, and national charter organizations. The Executive Director will check credentials and conduct initial interviews of viable candidates, and will introduce the final candidate to the Governing Council for input prior to making an offer.

The Executive Director recruits, hires, trains, and dismisses teachers. EC Prep will use the criteria and qualifications detailed in the job description (Sample in Appendix D) to assess candidate alignment to expected performance of duties. In subsequent years when a core teaching staff is established, the Executive Director may choose to have staff with strong qualifications and performance records establish a staff selection committee. As school is fully operational, qualified candidates are asked to perform a lesson demonstration with a grade level, content area, or specialization identical to or similar to the one for which they applied.

The Executive Director may also ask existing staff members to join the observation. In addition to qualifications that support student achievement, candidates must demonstrate the ability to collaborate and operate as a member of a team of grade level professionals. Once a candidate is selected, an offer will be made. Prior to any candidate's appointment, EC Prep will request the appropriate documentation of licensure and identification, require the appropriate health records, and expect the candidate to submit to a state and national criminal history background check, including fingerprinting.

All policies, expectations and procedures are outlined in the employee manual, distributed to all staff upon hire. EC Prep is highly invested in the success of its employees and will ensure that all members of the leadership team and staff are provided with the necessary support to succeed in their positions so that such resignations/terminations remain an exception.

EC Prep employment is "at will". Therefore, both employee and employer have the right to terminate employment as needed.

- *Employee voluntarily terminating employment:*
 - Executive Director: notifies the Governing Council of desire to resign. It is at the Governing Council's discretion to determine if such resignation is accepted prior to the date indicated in the letter.
 - Teaching Staff: submits an effective date of resignation at least two weeks beforehand to their immediate supervisor, who shares it with the Executive Director. The school can accept the full notice period or accept the resignation effective immediately.
 - All paid employees will be paid for all time worked, and the employee must return all EC Prep property upon leaving.
- *Terminating an employee. The Executive Director terminates employees:*
 - for a breach of any applicable, known policies, laws, regulations, or standards.
 - for use of corporal punishment, use or sale of narcotics, repeated poor performance, excessive absence or tardiness, failure to report child abuse, intoxication, theft, fighting, abusive or foul language, insubordination, or any other conduct deemed inappropriate, unethical, or illegal by the school or Governing Council.
 - with the right to due process, and to request a hearing with the Governing Council, who will return a recommendation to the Executive Director.
 - COBRA health insurance coverage will be allowed in accordance with Federal Law.

When employment is severed, whether voluntary or involuntary, the Executive Director will conduct an exit interview to ensure the employee understands the terms of separation, and both parties may evaluate the circumstances for separation.

III.6.b. Describe the targeted staff size and teacher-to-student ratio aligned to the school mission, educational philosophy, students served, and budget. Describe the number and qualifications of teachers and administrators to be employed.

In the school's first year there will just be 75 students, in one grade, in three classrooms. The New Haven Public School demographics suggest that the students will include English Language learners, as well as other students with economic, social, and learning disadvantages. This is why we intend to begin with an exceptional lead teacher working with an associate teacher in each classroom.

The ratio of one teacher to 12 students is preferred given the education model proposed – which is intended to turn education into a quest for learning, knowledge, and skills. This concept of a quest will accompany each boy as he ventures on into high school, college, his working life, his family life. However, we believe this can be achieved over time with up to 12 students per teacher, possibly by the 3rd or 4th year of operations.

As the budget reflects (Section IV.2), the school will add four grade-level classes in year 2, 3, and 4, each composed of 25 students, continuing with eight to nine teachers per grade-level. The special needs teachers may work across grade levels according to specialty. This will maintain the reduced student-to-teacher ratio.

While both lead and specialist teachers will be certified instructors, the Lead Teacher will have an excellent track record of driving student achievement. There is a strong likelihood that students whose IEPs stipulate more intensive interventions will be enrolled and is prepared to serve this student through our flexible staffing model that puts a special education teacher in the class as a co-teacher as indicated in students' IEPs. Paraprofessional learning assistants may also be brought in as mandated in the IEP.

The school's smaller learning environment coupled with reduced student-to-teacher ratios will facilitate more individualized instruction with more frequent, meaningful, personalized, and thought-provoking interactions among students as they represent their Houses, and between students and staff members. A staffing plan is provided with the budget in Section IV.2.

There will be four administrators - Executive Director, Director of Teaching and Learning, the Dean of Students, and Director of Finance and Operations.

III.6.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.

Attract: With our strong, ambitious learning program, we expect to attract exceptional teachers interested in our learning model. We are building EC Prep slowly so that we also have time to grow teachers into our multidimensional approach. In attracting the right leadership for the school – hands on, and committed to our Mission, we set the tone through a core group willing to adapt and learn as the school grows. This attracts other teachers who are passionate about the school's mission, vision, and philosophies and excited about being a founding teacher.

Retain: EC Prep will provide multiple incentives for faculty to remain, including by cultivating a small professional learning community where every student and staff member is part of a special family. Each staff member is valued and supported as they grow personally and professionally, and avail themselves of opportunities to build leadership skills and capacity. Teachers will have opportunities to participate in and develop activities that help them grow beyond the classroom environment. Whenever possible, EC Prep will promote future leaders from within.

Develop: Additionally, teachers will receive stipends for assuming roles and responsibilities beyond the scope of teaching, such as working with the Houses or leading real-world adventures. The school will also offer fringe

benefits such as tuition support and paid registration fees for attendance at workshops and conferences for all staff. Further, employees are eligible for performance-based bonuses. All these strategies are designed to provide incentives to staff members to continually increase and improve their skill sets, ultimately for the benefit of students.

Comply: (SEE Section II) Ongoing professional development brings improved instructional practices to students. Every school year begins with a two-week orientation to the program, followed by continual coaching and development. In addition to school-wide goals, based on the SEED model for educator evaluations, each teacher has their own specific and individual instructional and learning goals and professional growth plans to ensure that professional development is differentiated and individualized. Their progress will be carefully monitored and documented and compiled into a portfolio. As the year progresses, the teacher and leadership team meet formally two more times to review professional growth plans, assess the teacher's progress towards established goals for individual students, grade level, and school-wide achievement. Teachers' progress towards goals in the professional growth plan will add to their summative evaluations, based on the SEED model and additional feedback reflective of the performance expectations outlined in the job description.

Professional growth has been described in Section II.

Teachers at EC Prep will be expected to complete 200 hours of professional growth each year. Up to one hundred of those hours can be allocated towards graduate coursework, online courses, educational conferences, and external workshops, or faculty may submit proposals for alternative plans, such as additional degree or license programs. The remaining 100 hours are dedicated towards building leadership capacity in the staff, qualified through activities such as mentoring other teachers, providing workshops for parents, creating exemplar units, creating an enrichment club for students, and planning activities to increase parent engagement. Such activities may be coordinated individually, or as a grade level team.

III.6.d. Describe procedures to document efforts to increase the racial and ethnic diversity of staff.

We aim to develop relationships with teacher/administrator programs and alumni/career development departments of regional universities to support a growing pipeline of qualified and certified recruits. We will promote diversity in the applicant pool by advertising in targeted media (e.g. minority newspapers, flyers posted at local markets), networking with minority organizations, including the NAACP, Hispanic Advisory Council and Urban League, and participating in minority recruitment events. EC Prep will comply with all federal, state, and local regulations and requirements for hiring staff (including certification requirements).

As an equal opportunity employer, all hiring decisions are based on merit and school needs. In no case will we discriminate on the basis of race/ethnicity, gender, disability, marital status, sexual preference or identity, religion, or any other factor not directly related to the candidate's ability to perform his/her professional duties. Similarly, any form of discrimination or harassment will not be tolerated within our school. While we hire the most qualified candidates, we will intentionally ensure that our candidate pool reflects a diverse demographic.

As with all of our programs, EC Prep will engage in continuous improvement by constantly evaluating the processes we use to attract a qualified and diverse pool of applicants. Our leadership team will document which recruitment outlets yielded the top talent, particularly those that appeal to racially and ethnically diverse candidates. Because we strive to ensure that our young men are taught by the most qualified candidates, we also seek to provide role models reflective of our global culture. For these reasons, the founders will emphasize the need to always increase diversity among the staff, including our leaders.

III.6.e Describe human resource policies governing salaries and fringe benefits, personnel contracts, and affirmative action and benefit packages

There is a shortage of teachers in New Haven but the city has also been recognized as a national school reform leader, and is fostering a collaborative urgency for change. The New Haven Public Schools system has won a nationally competitive \$53 million grant from the U.S. Department of Education in recognition of its ground-breaking work and has committed to long-term career development of our educators including teachers and administrators-accelerating their growth and opening new career trajectories. If required, EC Prep's human resource policies will be aligned with the *Collective Bargaining Agreement between the New Haven Board of Education and the New Haven Federation of Teachers, Local 933, AFT/AFL-CIO as effective July 1, 2002 – June 30, 2023* as updated at the time of school opening. This covers salaries, fringe benefits, personnel contracts and more.

Personnel Contracts: As discussed in Section III.6a, EC Prep employment will be “at will”.

Salaries: EC Prep salaries will be commensurate with experience, education levels, and position. Stipends will be available for teachers who assume additional responsibilities beyond the scope of the instructional program. The salary scale will be transparent and competitive with prevailing rates of the local districts.

Standard Deductions: As mandated by law, EC Prep will withhold all required mandatory deductions. EC Prep will contract with a national payroll provider (Ex: Paychex, ADP, Paylocity) to ensure all voluntary and involuntary deductions are applied to each payroll and file the requisite reports as well as transmit employee and employer funds to the correct agency. The budget reflects employer obligations for FICA, Medicare, state unemployment, state disability, and worker's compensation insurance. The budget differentiates retirement for certified and non certified employees. There will be no contribution to social security for certified employees. All certified employees will make contributions to the Connecticut Teacher Retirement System pursuant to C.G.S. Chapter 167a. Non certified employees may participate in a school sponsored retirement plan. The sponsored plan will match employee elective deferrals up to 3%.

The school will offer a benefits rich health plan that includes group health, dental, vision, life insurance, and short and long term disability. EC Prep will contribute at least 80% of the health premiums for employees and 30% of the dependent premiums.

All deductions will be noted on each paycheck stub that employees receive each pay period, to include elected deductions for benefit programs. The amount of each deduction may vary based on earnings, number of dependents, and exemptions claimed on W-4 forms submitted by each employee. Any court-mandated deductions such as child support payments will be documented on pay stubs and those employees with such deductions will be notified.

Affirmative Action: EC Prep will be an equal opportunity/affirmative action employer. Upon approval, EC Prep will submit an Affirmative Action Plan Packet to the CSDE and adhere to all local, state, and federal laws governing the fair employment of staff. The school will employ staff on the basis of their qualifications, competencies, education, experience, records of accomplishment, and references from previous employers. All decisions will be based on merit and school needs. In no case will the school discriminate on the basis of race/ethnicity, gender, disability, marital status, sexual preference or identity, religion, or any other factor not directly related to the candidate's ability to perform his/her professional duties. Similarly, any form of discrimination or harassment will not be tolerated at EC Prep. Any individual who violates these policies will be subject to immediate disciplinary action, which may include termination. EC Prep will embrace diversity in its

personnel and hopes to attract, recruit, and hire candidates with an array of talents, experiences, and backgrounds.

Benefits: Full-time employees working a minimum of 30 hours/week will be offered a benefits package during annual open enrollment periods, including health, vision, dental, long- and short-term disability, and retirement contribution. Details about each policy, including coverage limitations, inclusions, terms, and costs to employees will be available in the insurance documents provided by the carriers. As the school scales up, EC Prep also will seek to provide support with degree advancement, with partial/full tuition reimbursement. Teachers may also qualify for merit bonuses for outstanding performance. These funds will be supported either through grants or fundraising.

III.6.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 the System for Educator Evaluation and Development (SEED) model for teacher and administrator evaluation and development; or (2) describing an alternative method for teacher and administrator evaluation and development that meets the “Core Requirements” outlined in the Connecticut Guidelines for Educator Evaluation.

The EC Prep Governing Council will adopt and implement Connecticut’s System for Educator Evaluation and Development (SEED) model to conduct annual appraisals of teachers and school leaders. EC Prep’s Governing Council will conduct a formal performance evaluation of the Executive Director, the Executive Director will evaluate the secondary leadership team, and the Executive Director, with input from members of the leadership team, will evaluate the instructional staff. Based on the SEED model, evaluations will include an orientation to the process, a goal-setting conference, evidence collection, observations of performance, a mid-year formative check-in, and an end-of-year summative review.

The process for evaluating school leaders may be found in Section II. Summative ratings for teachers will be based on a four-level matrix rating system, representing a composite of the following components:

- Student Outcomes – Classroom/Cohort (45%)
 - Attainment of student growth goals (22.5%)
 - Attainment of student absolute targets (22.5%)
- Observation of teacher practice and performance (40%)
 - Based on evidence collected during three formal in-class observations using a standards-based observation framework. EC Prep will adopt the *SEED guidelines in combination with the standards-based Marzano⁸⁶ framework*.
- Whole-school measures of student learning (5%)
 - Student Surveys
- Parent or peer feedback (10%)
 - Annual parent/family surveys and with consideration to informal peer observations by grade level team members

EC Prep may also add additional feedback that corresponds to the performance expectations outlined in the job descriptions and individual growth plans. EC Prep will ensure that the school’s evaluation process is SDE approved and meets the guidelines for Core Requirements of Educator Evaluation and Development. Additionally, the school will ensure that key evaluators are appropriately trained, licensed, and supported in the implementation of the school’s model for performance evaluations. EC Prep will utilize annual performance appraisals to determine goal setting, ongoing development, and contract renewal or termination.

⁸⁶ <https://www.marzanocenter.com/evaluation/teacher/>

III.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).

At this time, the applicants do not intend to provide child day care services. During the planning year, the Governing Council will review the school's budget and resources to determine the feasibility of a robust after-school program. Some after school activities will be House-related.

In lieu of a typical after-care program that predominantly focuses on the supervision of young men, EC Prep will explore options to partner with local community organizations, and leverage staff interests in leading activities that support an after-school enrichment program based on student interest, as manifested through the Houses, program/personnel availability, and funding. Such activities might include: music, art, dance, chess, theater, boy scouts, sports, and civic or community activities. EC Prep will also consider coordinating and operating an after-school activity geared towards teachers' professional growth plans.

III.8 Student Health and Welfare *Please note: this section is required, but not subject to scoring.*

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

EC Prep is committed to ensuring the healthy development of all students. Pursuant to Connecticut General Statutes Section 10-212, EC Prep will provide access to one full-time nurse to safeguard and manage all health services to the students. The New Haven Department of Health, Nursing Section is delegated the responsibility for maintaining school nursing services by the Board of Education, and will ensure the school's compliance with all state health services requirements, to include annual vision and hearing screenings (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 nurse will also be responsible for administering all medications pursuant to C.G.S. §10-212a, maintaining and safeguarding all health records, ensuring the safe operation and inspection of any medical equipment securely kept on site, such as defibrillators, blood pressure cuffs, and otoscopes, and first aid and responsive medical care.

EC Prep will also ensure that at least one other administrator and one staff member is trained in CPR, emergent allergy/asthma treatments (EpiPen, nebulizer, etc.), and distribution of medications. The nurse will also be responsible for maintaining thorough records documenting activities such as medication dispensing, medical care, screenings, contact with legal guardians, and any other actions under the purview of the clinician.

EC Prep will provide all families with the appropriate medical health forms as a part of the enrollment packets. Parents will be required to provide proof of proper immunizations and health screenings prior to the start of the school year. The nurse will review all documentation to ensure proper completion and compliance with C.G.S. § 10-204 and 10-206. The nurse will also safeguard all medical records in a locked cabinet in the designated nurse's office. If a student transfers out of the school during the school year, the nurse may also be required to transfer or cause to be transferred medical records to the student's school of transfer with authorization from the child's legal guardian. The nurse will be asked to conduct and coordinate staff training on identifying and reporting suspected abuse and/or neglect. Finally, the nurse may also be asked to participate in interviewing students should a physically or psychologically damaging event be suspected (i.e. when abuse is suspected). The nurse will play a vital role in the safety and wellbeing of the students and will be an essential member of the school community.

SECTION IV: SCHOOL VIABILITY

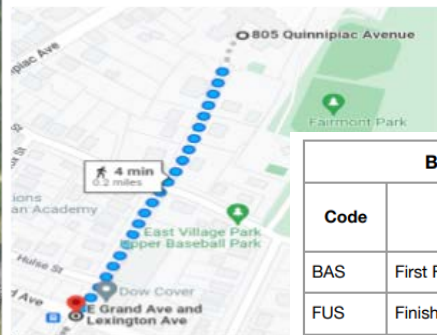
IV.1 Building Options

IV.1.a Describe present options for a school building, including location, capacity and timeline for identifying and acquiring the facility.

Edmund Cofield Preparatory Academy for Young Men (EC Prep) is exploring all options, including private spaces and vacant land that could accommodate the school in its first year. There are two locations currently under consideration for the school, should the Charter be approved. Both are former school buildings, the first was a parochial/charter school, and the second a former NHPA building. Both options are within New Haven, CT, and both will require minimal upgrading to be ready no later than the beginning of the school year, August 2024.

1. 805 Quinnipiac Ave, New Haven CT 06513

This two-story building with an elevator is owned by the City of New Haven and was built in 1965 as a Middle/High school. It has a building percent good rating of 65. It sits on 2.17 acres of land and there is a City bus stop four minutes' walk away.



Building Sub-Areas (sq ft)			Legend
Code	Description	Gross Area	Living Area
BAS	First Floor	19,061	19,061
FUS	Finished Upper Story	11,274	10,710
		30,335	29,771

2. 311 Valley Street, New Haven, CT 06515

This one-story building is owned by the City of New Haven School District and was built in 1950 as a Middle/High School. The building's percent good rating is 65. It sits on 4.6 acres of land, and is fenced in. There is a city bus stop across from school.



Building Sub-Areas (sq ft)			Legend
Code	Description	Gross Area	Living Area
BAS	First Floor	33,605	33,605
FOP	Open Porch	280	0
UBM	Unfinished Basement	2,280	0
		36,165	33,605

During the start-up period, the Council and Leadership Team will conduct outreach to secure the best available space, whether in New Haven's property portfolio or through the lease of a commercial space. However, EC Prep has set aside \$80K for renovations in Year 0. The school will also ensure that the selected site is

appropriately accessible and adaptable in accordance with federal Americans with Disabilities Act (ADA) guidelines.

IV.1.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.

These buildings are both located in the desired school district and both buildings were formerly used as Middle/High school buildings. The facilities already possess the footprint for an educational facility and therefore should require minimal renovation. Building inspections, repairs and updates would occur in Year 0 and end before August in Year 1.

Upon approval of the Charter, EC Prep will work with an interior design firm to prepare the school. EC Prep will solicit construction bids to select a licensed contractor to complete renovation work. Interior design and completion of renovations (if needed) will be completed with sufficient time for certified occupancy and operation no later than August 1st of Year 1. If additional work unrelated to life safety is required, the work will be performed in phases over weekends and student holidays.

The preliminary space plan for Years 1 and 5 include at minimum:

- **Year 1:** Three classrooms for grade 5; one Special Education resource room; one Music Room; a Food Prep, Dining and Storage area; a Gym/Auditorium Space; a Faculty Room; Administrative Space (includes main reception with separate office for the Executive Director, shared offices for the Deans, SEC and DFO); Conference Room; Sufficient Storage Space for Supplies; Janitor's Closet; Nurse's Office.
- **Year 5:** Three classrooms for grade 5, and four classrooms for each grade 6-8; two Special Education Resource Rooms (5-6 and 7-8); a Music Room; a Cafeteria with food prep/serving area and storage area; a Gym/Auditorium Space; a Faculty Room; Admin Space (includes main reception with separate office of the Executive Director, shared offices for the Deans, Special Education Coordinator, and DFO); Conference Room, Sufficient Storage Space; Janitor's Closet; Nurse's Office; Office for Special Education Coordinator.

IV.2 Financial Plan

To assist applicants in responding to the questions below, 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/2016budget.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 population breakdowns can be found within the Financial Plan (attached as Appendix H) on the ‘Enrollment’ tab. In addition, a complete list of positions, salaries and benefits can also be found within the Financial Plan on the “Staffing and Compensation” tab.

Oversight and financial management of the budget are the responsibility of the Governing Council and the Council Treasurer works through the Council’s Finance Committee to fulfill this responsibility. On a day-to-day basis, the Executive Director (see Appendix D for job description) and Director of Finance and Operations has oversight responsibilities for the financial management within the parameters of school operations and are responsible for protecting the school’s financial records with direct oversight from the Council’s Finance Committee. The Director of Finance & Operations is supported in drafting mission aligned budgets, implementing all financial matters, and preparing reports by the Council Treasurer and Finance Committee.

IV.2.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.

Revenues: In Sept 2022, the Connecticut Charter School Association was awarded a Charter Schools Program (CSP) grant totalling \$24.5M to broaden student access to high-quality public school options. As stated on the association’s website, “CSP funding can go toward charter school planning, program design, and the initial costs of opening a school... The CSP also provides resources to help charter schools access facilities and technical assistance.” Upon approval, EC Prep will submit a CSP grant application for \$800K, \$400K in Y0 and Y1. As part of the school’s due diligence, EC Prep researched viable grant opportunities from private foundations as well as confirming eligibility for the CSP grant upon approval.

Upon approval, EC Prep will apply to the Charter School Growth Fund, the Connecticut Circle of Philanthropists and continue developing relationships with the Community Foundation of Greater New Haven, M&T Bank and First Calvary Baptist Church as grantors, who already were generous in helping fund the development of the school design and this application. While researching other national foundations, EC Prep gained valuable insights that will allow for a very compelling grant request from other funders. EC Prep’s philanthropic targets are \$250K, \$600K and \$750K respectively in Y1, 2 and 3. These figures are reasonable award amounts based on funding opportunities for new school start ups in Connecticut.

EC Prep will continue to fundraise throughout the first 5 years, but the school will operate on federal and state funds year to year starting in Y4, which is the first year of maximum enrollment. All positions will be filled and most major purchases will have occurred before Y4.

Start Up Expenses Unique to Y0: The Executive Director will be appointed by the Council in January 2024 and will immediately seek to fill the positions of Director of Teaching and Learning, Director of Finance and Operations, and Office Manager to be onboarded as soon as possible. This core team of four will be responsible for setting up the business infrastructure of the school. Salaries and benefits would be funded by CSP and or philanthropic dollars.

During startup, EC Prep will allocate \$80,000 for renovations. Spaces that require renovation and/or repair in excess of this amount will not be considered for occupancy. A substantial portion of the Y0 budget has been earmarked for one-time furniture purchases for classroom setup, teacher workstations, and administrative furniture and equipment. The furniture order will be processed in Y0 to ensure delivery at the beginning of Y1. This allocation includes the cost of the aforementioned Interior Designer and general contractor in IV.1.

IV.2.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 detailing the estimated financial activity for the proposed school can be found within the 'Projected 5-Year Budget Statement.' The revenues and expenditures listed include detailed line-by-line descriptions that provide a full and clear understating for the first five years of operations.

EC Prep's 5-year budget was developed using actual costs incurred by district and charter schools in CT to every extent possible. Pricing on state contracts and recent charter school proposals were used to further fine tune estimates. Costs that were more than a year old were adjusted for inflation. While EC Prep will not have the purchasing power and economies of scale of larger organizations, the figures reflect financial providence and good stewardship in order to ensure that the school is viable and financially stable. When budget estimates must be made, EC Prep's philosophy is to underestimate revenue and overestimate expenditures within reason.

Revenues: The CT Dept of Education provided a per pupil funding simulation for EC Prep based on potential student demographics. The simulation resulted in a weighted charter school per pupil funding of \$12,345 in Y1 for 75 students. To ensure that revenue projections are conservative, this allocation remained flat over the first 5 years with student enrollment reaching the 375 seat maximum in Y4. See the Enrollment Tab for student counts by year.

New Haven appears to be demographically stable, but we expect around 5% attrition each year for a range of reasons including parents exercising school choice to advocate for their children. For procedural reasons relating to the per pupil simulation, each year's revenue is calculated at max enrollment.

Federal school entitlements, such as Title I and II, were calculated based upon a school's prior year enrollment and student demographic data. Based upon projected enrollment, EC Prep expects to have a Title I schoolwide designation. Using information from the state's eGMS systems, EC Prep analyzed the allocations for New Haven districts and charter schools with student demographics aligned to EC Prep's prospective enrollment. Grant applications for FY 2022-2023 through the last two fiscal years were analyzed to compare the school ranking data and the approved federal allocations. EC Prep used CSDE's Edsight website to analyze public school expenditures in the most recently completed reporting periods; 2020-2021, 2019-2020, and 2018-2019. This website provided insights on the actual types and sources of per pupil expenditures as well as trends. This information was used to further fine tune projected entitlements, expenses by object and special education funding.

By using data from all the aforementioned sources, EC Prep extrapolated reasonable future allocations for a new state charter. The budget includes a conservative per pupil entitlement averaging less than \$900/year across the 5 years.

EC Prep will petition the New Haven School District to act as its school food authority (SFA) through year 5. Although EC Prep will forego possible federal reimbursements due to a high free/reduced enrollment, it also allows EC Prep to forgo the effort, time and investment in kitchen operations and equipment maintenance. By using New Haven as an SFA, EC Prep does not expect any cash inflows or outflows related to the child nutrition program.

Expenses: In general, a 2% price increase in non personnel costs has been incorporated into annual budget lines. In some cases, such as custodial, health and transportation budget line items, expenses not only scale with growing enrollment but also include a 5-10% cost increase year over year.

Personnel: Salaries for personnel have been aligned with New Haven and similar charter schools. EC Prep has a salary scale to ensure equitable compensation to employees. By matching or slightly exceeding the New Haven market, EC Prep can compete for experienced and skilled teachers. See the Staffing and Compensation Tab for positions, salaries, and start times. At maximum enrollment, EC Prep's staff will total 44 FTEs. A 3% COA is included in salary projections after Y1.

Standard benefits are listed below. EC Prep will contribute 80% coverage for employees and 30% coverage for dependents for monthly group health premiums.

- Social Security (Non Certified Employees)
- Medicare
- State Unemployment
- State Disability
- Worker's Compensation
- Retirement for Non Certified Employees (up to 3% employer match when employees contribute)
- Health
- Dental
- Life Insurance
- Short/Long Term Disability

EC Prep will offer employees the option to add supplemental coverages at their own expense via recurring payroll deductions. Benefits account for no more than 24% of salaries across all years.

Salaries and benefits do not exceed 70% of all annual revenue across all years.

In-service Development: EC Prep allocated \$4,000 for the initial inventory of supplies to host the inaugural 2-week Summer Institute for teachers in August of Y1. In light of worldwide shipping delays and backlogs, the bulk of the items to create the school's first PD series will be ordered before July 1 of Y1. A monthly allocation to host in-service days are budgeted at approximately \$600 in Y1. Costs for each successive year's Summer Institute will also cross fiscal years and scale as new staff are added.

In the first year, the school will rely on internal expertise to work closely with teachers and deliver targeted support. In Y2-Y5, a minimum of \$2,000/month is allocated for more expansive teacher training and development, to include external content experts in-person and virtually. EC Prep has budgeted an average of \$995 annually in Y1-Y5 for rotating staff members to attend off site professional development (i.e. Ron Clark Academy). Associated travel is not included in this line item, but under travel.

Pupil Services: EC Prep anticipates a special population of less than 20%. The school will contract with the district for pupil support services to include nursing, student evaluations, speech occupational and physical therapy, and gifted and talented.

As the statute is written, EC Prep can request reimbursement from the New Haven School District for special education services rendered in "an amount equal to the difference between the reasonable cost of educating such student and the sum of the amount received by the state charter school for such student ...". As previously discussed, EC Prep has taken a very conservative stance when projecting revenues. As a new charter in New Haven without a definitive definition of "reasonable costs," no special education reimbursement is reflected in the budget. EC Prep will bear the cost without expectation of reimbursement at this stage in the planning process. This budget decision will not reduce or eliminate delivery of services to students. Additionally, EC Prep will submit a high cost service application if appropriate to recoup some costs. Should reimbursement revenue be received, the funds will be included in the schools quarterly re-forecast.

Field Trips and Parent Activities: Funds for field trips and parent activities represent opportunities to engage with families and provide educational experiences that complement academic lessons. Projected costs over the 5-year period for field trips incorporate expenses such as student transportation to and from school, admissions, registration, and student snacks. Each class has a budget of EC Prep developed transportation estimates based on executed contracts between CT school districts and various bus vendors to ensure costs per route and/or costs per hour are competitive and reasonable. EC Prep expects that students will also fundraise for trips beyond the 4 school funded trips per class per year.

Monthly opportunities for parent engagement will be hosted at the school and managed by support staff. These meetings will require minimal supplies.

Professional and technical services: Professional and technical services include scaled services for outsourced IT support, payroll processing fees by a 3rd party based on headcount, background checks for all employees during onboarding and subsequent spot check screening of existing staff, an average \$5K legal retainer in Y1-Y5, and approximately \$10K/year for annual formalized Council training from external providers.

Accounting: EC Prep will use Quickbooks Online during early years then progress to a platform like Intacct, which allows for more robust and customized reporting. Although the DFO will manage day-to-day transactions, EC Prep will contract with an outside accountant to support complex journal entries, year end closing, and support segregation of duties, especially due to the small operations staff during startup.

Audit: EC Prep's first annual audit of Y1 will occur in Y2, therefore there are no audit expenses before Y2. EC Prep does not expect to undergo an OMB Circular A-133 audit due to federal entitlement threshold until later years. As stated previously, the cost basis for these items were based on actual contracts awarded by CT's Dept of Administration or publicly available information from charter schools in New Haven.

Student Transportation: No dollars are earmarked for daily student transportation to and from a bus stop and the school. We will request student bus services from the New Haven School District. EC Prep will provide student transportation for field trips during the year and for Saturday Academy, 24 sessions throughout the school year, to any participating students that reside within the district. The transportation costs over the 5 years are based on Type C, 72-passenger buses at less than capacity so that AM and PM routes for Saturday Academy do not exceed an hour. The school will use centralized stops patterned after the weekday district transportation schedule. Bussing will range from approximately \$30K in Y1 and reach approximately \$70K by Y5. EC Prep will require any bus vendor to document and maintain the same dollar levels of insurance, levels of maintenance and driver screening standards as required by the State of CT.

Communication: Communication expenses cover website hosting and maintenance and online workspaces for students and teachers through Google and limited marketplace add-ons for widespread student, teacher, and admin use.

Telephone: EC Prep anticipates bundling VOIP landlines, business grade internet services (wifi and wired) and cellular services (school issued cell phone) for senior administrators and on-call support staff.

Postage and Shipping: Minimal budget is allocated to postage and shipping as the school will rely on free social media platforms to build community awareness early on, but there will be occasions in which postcards, recruitment materials, or compliance docs are transmitted via USPS or other delivery services. (Ex: Fed Ex)

Travel: An average of \$1,200/traveler has been budgeted to allow 5 staff to attend a 2-day offsite training (Ron Clark Academy in GA) in Y1, and 3 different travelers each year afterwards. EC Prep has budgeted several annual travel stipends of approximately \$3,500 across all years for instructional staff to attend professional

development events and visit other high performing charter schools across the country. This stipend includes airfare, ground transport, meals, lodging and registration, if applicable. If the entire amount is not used for a trip, it will be reallocated to future trips in the same fiscal year.

Physical Plant: EC Prep has used very conservative estimates for operation of the physical plant; rent, utilities, contracted maintenance, and contracted custodial services that includes the vendor providing a day porter. Although a majority of cleaning supplies will be included in RFP's for service, EC Prep has allocated funds in general supplies for routine cleaning and minor repair parts to be kept on-hand.

Using local commercial rates for a Class B building and receiving information from a charter in New Haven, the budget is enough to operate and maintain a building with square footage in excess of the recommended space for middle school. All related costs to operate an appropriate learning environment do not exceed 15% of EC Prep's charter per pupil funding annually.

EC Prep has earmarked \$80K in potential renovation costs in Y0. However, this is not intended to address long term or complex infrastructure issues at potential sites. This is for added customization to better operationalize classroom spaces, student transitions, and work areas.

Advertising and Printing: EC Prep will utilize social media to launch campaigns to increase awareness of the school. However, to reach across generations, EC Prep will still run paid radio spots on popular stations, rent space on bus shelters, and select billboards.

Insurance: The school will maintain the required annual coverages for general liability, Directors and Officers, Errors and Omissions, employment practices, contents coverage, and student and staff accidents effective day 1 of Year 0. (The school facility may be leased. The owner's terms for the facility will determine what additional property coverages are needed.)

Supplies - Instructional: The basis for instructional supplies are typically the number of classrooms or number of students. Instructional supplies include curriculum costs, academic supplies, teacher supplies for their work space, student consumable supplies, and items to enhance the classroom environment.

In Year 0, a large inventory of consumables to set up classrooms will be purchased (binders, paper, markers, timers, post-it-notes, charts, posters, etc.), and every year after that, each classroom will be allocated an average of \$750/classroom each year for culture, manipulatives, artifacts, classroom customization and to replenish student supplies.

EC Prep will use a novel based reading curriculum. Each student will receive 5 themed novels each year. Classrooms will also be equipped with classroom adaptation supplies. EC Prep has also allocated an average \$250/student for Singapore math kits each year.

EC Prep will secure 32 Action Labs and associated equipment over several years. These Labs will be acquired in groups of 6-8 each year for an approximate cost of \$25K/group. When the school has received all 32 during Y4, Y5 budget will include updates and upgrades based on curriculum content at that time. This line item also includes teachers access to curriculum management apps and databases. By Y4, the school will invest \$40K in a curriculum management and resource sharing system tailored to EC Prep.

Supplies - Administrative: An initial bulk order will be placed to set up an office to receive visitors, conduct recruiting efforts and serve as a collaborative work space. This inventory will cover initial office, administrative and recruiting. In Y1-Y5, a budget of \$500 per administrator and support staff is allocated for day to day use and administrative support for the year.

Text books: EC Prep’s instructional materials will use online resources and traditional textbooks. About \$90/student each year will be allocated for new and replacement texts.

Library books: EC Prep will develop a library (in addition to classroom texts) by investing \$1,500 annually in Y1-Y3. In Y4 and Y5, EC Prep will make a \$25K investment in additional books to create a traditional library and resource area.

Supplies-General: EC Prep will purchase and provide, at no charge to students, \$100 of uniform clothing for each student in Y1-Y5. EC Prep will maintain day-to-day cleaning supplies not provided for in the janitorial contract. This will include items such as disinfectant wipes, non commercial vacuum cleaners, paper products, degreaser for desks, walls, etc.) The staff will have access to supplies in case of urgent cleanups due to spills or sickness.

Computers: Students will be provided with a chromebook for individual use. New chromebooks for approximately \$350 each will be purchased at the end of the year prior to the new students arriving. There is a 10-15% contingency built into the budget line to replace or repair aging tablets. Laptop allocations average \$1,200/teacher and \$1,200/all other staff as new staff members are added through Y0-Y5 with a 10-15% contingency to replace or repair equipment. The \$1,200 allocation includes cost for factored installed virus protection, tracking software, and peripherals. The school will lease a copier in Y0-Y1. After Y2, the school will lease a second copy machine to reduce teacher wait times to access one copier.

Other Equipment: EC Prep will purchase sports equipment for enrichment and Saturday academy.

Furniture: The bulk of furniture for classrooms and the admin office/work area will be purchased in Y0. After the bulk purchases in Y0, and with each new grade added, approximately \$20K is allocated to set up new classroom and instructional space with expected replenishment and upgrades in Y4. A bulk purchase to furnish admin and staff areas will be made in Y0 with approximately \$5K per year as new areas of the school are developed with expected replenishment and upgrades in Y4.

IV.2.c. Present a projected cash flow statement for three years of operation to show the estimated movement of funds in and out of the proposed school. The statement must include a plan for funding cash flow shortfalls. The statement should indicate an understanding of when grant funds will be available.

Per charter statute, per pupil funding is disbursed in quarters: July 15, September 1, Jan 1 and May 1. Necessary adjustments for student counts can impact the final payment.

After entitlements are reallocated to accommodate approval of a new charter, the school must submit an application, expend funds, then submit for reimbursement. There are no limits on how soon or how often a school can request reimbursement. As a new charter, receipt of reimbursements is not expected until the beginning of the new calendar year.

Due to conservative budget assumptions and deliberate timing of expenses, EC Prep has taken every precaution to maintain a positive cash balance at the end of every month. EC Prep will know far in advance of securing a facility before adding employees to payroll if the philanthropic funds for which the school is eligible will be awarded. There are currently several paths to startup funding that are realistic given an approved charter application.

EC Prep will monitor days cash on hand very closely and very frequently in Y0 and Y1. If a cash downfall is on the horizon, the school will have time to act. Options include: EC Prep will work with vendors to extend invoice terms from Net 30 to Net 90 or 120, purchases that will not directly impact the instructional program will be postponed, and in extreme situations, the school will consider reductions to payroll, starting with

reducing staff stipends for enrichment activities and evaluating non-instruction FTEs. We are making a very conservative assumption, without assuming that our Council would be able to raise funds.

IV.2.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.

EC Prep does not anticipate the need to borrow any funds.

IV.2.e. Explain the structure for managing the proposed school's finances; Please include any fiscal staff positions, required qualifications, and job duties.

A core team, ED, DFO, Director of Teaching and Learning, and an Office Assistant will be onboarded in January 2024 to begin the processes of physically organizing an office. Aside from setting up a physical space, the team will develop work plans for staff and student recruiting, secure a facility, vet and onboard vendors, and create standard operating procedures. The school will follow accounting methods to identify, assemble, classify, record and report 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 school's accounting workflow will include a host of internal controls; detective, preventative, detective and corrective, to accurately process, record, summarize, and report transactions of the organizations.

The component bookkeeping cycles fall into one of four primary functions and keys steps in each area:

1. Revenue and cash receipts
 - a. Processing cash receipts
 - b. Making deposits
 - c. Recording cash receipts in the general ledger and subsidiary records
 - d. Performing month-end reconciliation procedures
 - e. Processing general ledger integration for private donations/revenue
2. Purchases and cash disbursements
 - a. Processing purchases (credit card, check, reimbursement)
 - b. Processing invoices
 - c. Issuing checks
 - d. Recording checks in the general ledger and in cash disbursement journals
 - e. Performing month-end reconciliation procedures
3. Payroll
 - a. An outside service provider will perform the payroll process. Key steps in this area include:
 - b. Obtaining and gathering payroll information
 - c. Submitting information to the vendor for processing
 - d. Performing semi-monthly reconciliation
 - e. Preparing W-2s, the W-3, and other annual payroll tax returns
4. General Ledger and Financial Statements
 - a. Preparing monthly journal entries
 - b. Reconciling bank accounts and other general ledger accounts
 - c. Reviewing general ledger activity and posting adjusting journal entries
 - d. Producing the financial statements
 - e. Producing the annual budget

The general ledger process consists of posting the period's transactions to accounting software, which produces the financial statements. The final software to be used will be determined in January 2024.

Required qualifications of DFO: The DFO will be primarily responsible for the administration of Edmund Cofield Prep's day to day operations and business transactions. The Executive Director will directly supervise the DFO. Qualifications:

1. Commitment to EC Prep's mission and organizational success
2. Results-driven business leader with experience in, and commitment to, operational and financial excellence and the use of data and assessments to drive operational and financial decisions
3. Five years of experience in operations, accounting, and/or finance preferred
4. Experience in managing accounting systems in an educational setting preferred
5. Advanced technological proficiency in financial management software and Microsoft Excel
6. Entrepreneurial spirit
7. Personal and professional integrity
8. Bachelor's degree from accredited college/university

The Executive Director, Director of Finance & Operations (DFO) and Finance Committee are responsible for evaluating and updating school staffing and programmatic needs on a monthly basis. This state of the school's financial position will be presented to the full Governing Council for discussion at the monthly Governing Council meetings scheduled throughout the school year. The budget presentation will compare actual expenses to pro-rated budgeted amounts, and each expense line item will be scrutinized for large variances. This monthly monitoring for accuracy provides the Governing Council and school leadership with regular feedback on current year performance, enables rapid identification of possible issues (over- or under-budgeting) and allows for more accurate budget-development in future years. If mid-year budget modifications are deemed necessary, the DFO will modify the budget with recommendations and obtain Governing Council approval to proceed.

The five-year financial plan designed by EC Prep is a rolling plan, which will be adjusted mid-year. Every January, the Council Finance Committee, Executive Director and Finance & Operations will analyze the next school year's budget as outlined in the five-year plan and adjust it based on staffing and programmatic needs. This is expected to maintain the proper balance between financial responsibility and providing the best possible education for students. Each spring, the revised budget will be presented to the full Governing Council for discussion. It will be voted on during the June Governing Council meeting.

IV.2.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.

Due to the size of the school, segregation of duties will be achieved by including the ED, DFO, Council members, Office Assistant and external accounting firm at points in the accounting process. The ED will receive and open all bank statements. The DFO will reconcile bank and credit card accounts and present them to the ED for direct comparison between the statements and reconciliation reports. The DFO will prepare payroll which will be reviewed and approved by the ED before it is released to a payroll vendor (Ex: ADP, Paychex, or Paylocity) for processing. The ED and Council members will perform periodic reviews of the general ledger. The DFO will generate financial statements, budget to actual reports and estimate of days cash on hand for presentation at Council meetings. The external accounting firm will assist with monthly and year end closing as well as quarterly analysis of the general ledger.

The Finance Committee will coordinate Councils financial oversight responsibilities by recommending policy to the Council, interpreting it for the Directors, and monitoring its implementation. The committee monitors the organization's financial records; reviews and oversees the creation of accurate, timely, and meaningful financial

statements to be presented to the Council, reviews the annual budget and recommends it to the full Council for approval; monitors budget implementation and financial procedures; monitors budget assets; monitors compliance with federal, state, and other reporting requirements; and helps the full Council understand the organization's finances. The committee reviews the adequacy of the organization's internal control structure; the activities, organizational structure, and the policies and procedures in effect for the review of executive compensation and benefits. The Council will review proposals and approve an outside audit firm to conduct the school's annual audit. The DFO will prepare for the annual audit.

The Governing Council of EC Prep will review and approve a Fiscal Policies and Procedures ("FPP") handbook developed by school leadership that adheres to GAAP, meets regulatory requirements and encompasses charter school best practices. The FPPs will be revised annually to reflect changes in local, state and federal requirements and to ensure EC Prep's accounting processes remain effective and efficient as the school grows.

During startup, the school will use Quickbooks online with a chart of accounts that mirrors the state's uniform chart of accounts and utilizes Quickbooks' class system to track revenue and expenses by fund and program.

The school will school's internal controls and ensure compliance with applicable law, regulatory standards and best practices. These documented policies also clarify roles and responsibilities and use processes that can be realistically maintained with the school's current resources

The Executive Director and Director of Finance and Operations will prepare financial statements in accordance with Generally Accepted Accounting Principles (GAAP) for each fiscal year. These will include a statement of financial position, a statement of activities, a statement of cash flow, a schedule of functional expenses, as well as notes to the financial statements. EC Prep is committed to developing and maintaining fiscal policies and procedures that ensure sound internal controls, fiscal responsibility and accountability in accordance with GAAP, and adherence to the Financial Accounting Standards Board rules and regulations.

IV.3 Self-Evaluation and Accountability

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

Edmund Cofield Prep will use the planning year to establish an accountability plan for academic and nonacademic performance goals. This is used to monitor the success of the school's educational, operational, and financial programs. A matrix of school-wide standards and performance benchmarks will be used to guide instruction and monitor student progress throughout the course of their enrollment. It will be designed with year-end goals and benchmark targets to ensure that students are making adequate incremental progress throughout the year towards the summative year-end goals. The performance matrix will also be comprehensively articulated to ensure progress as students advance to subsequent grade levels.

These standards for student achievement will align to the CCSS to secure a solid foundation upon graduation from the school's program and will cover and include all aspects of student learning to ensure the holistic growth of each child. The Executive Director will develop a data dashboard report for each Governing Council meeting to provide a snapshot of the school's performance throughout the year. The dashboard report will include specific aspects of the school's programs, which may include: student achievement data on formative and summative assessments measured against the matrix of academic benchmark and year-end goals; data in aggregate and disaggregated by grade level and subgroups (to include students identified as low income, special education, English Learners, and racial/ethnic groups); enrollment, retention, and waiting list figures (aggregate

and disaggregated); average daily attendance rates; disciplinary statistics (suspensions, expulsions); results from student, staff, and parent surveys; staffing figures; compliance measures; financial reports; revenue versus expense reports; fundraising and capital campaigns; and external and community relations.

As the school grows to capacity, EC Prep will also monitor graduation rates, and rates of admission into competitive high school and college programs. Before each monthly Governing Council meeting, the instructional staff, Executive Director and Education and Accountability Committee of the Governing Council will meet to analyze and monitor progress towards academic goals while the FOM, Executive Committee and Finance Committee of the Governing Council (Development Committee as needed) will monitor progress towards non-academic goals (operational and financial performance).

Teachers will use progress toward benchmark targets to inform instruction and make short-term adjustments to the curriculum and instructional plans. The leadership and Governing Council will use achievement data as well as summative analysis of non-academic data to make decisions that include allocations of resources and staff, and programmatic decisions regarding curriculum and personnel modifications. The Governing Council will review the data collected each month and analyze its implications to make programmatic decisions. The data will also be used to measure achievement, and/or progress towards established academic and non-academic goals, to assess whether or not the programs have been successful.

As a child-centered organization, the operational and fiscal performance focuses on making decisions to support the success of all scholars. As the steward of the school's charter, it is ultimately the Governing Council's responsibility to ensure that the school is successfully achieving its mission, vision, and academic/non-academic goals. As each school year concludes, the Governing Council will participate in strategic planning to objectively assess the school's progress, direction, and future plans.

EC Prep is proposing a culture of inclusion through its model that will embrace diversity and provide equitable opportunities for excellence for every student. This is intended to eliminate the disparities in student achievement, particularly among its special populations, economically disadvantaged and minority students. Upon approval, EC Prep will launch its well-devised recruitment plan to reach and enroll a diverse population targeting families in underserved communities. EC Prep expects to enroll comparable percentages of low-income, minority, disabled, and English Learners that are reflective of the community through its recruitment plan that includes outreach in the local communities. Disaggregated enrollment and retention rates will inform the school's marketing and outreach plans, helping the Governing Council determine where to focus marketing efforts to ensure equitable enrollment and retention of demographics comparable to the district, and illustrate whether or not those efforts have been successful.

Data collected from staff recruitment efforts will help to ensure that resources are being allocated to the outlets which prove most effective. The transformative power of education and the high-quality instruction that students will receive at EC Prep has the power to eliminate the economic isolation and disparities in student achievement, while reducing endemic truancy experienced in New Haven Public Schools.

EC Prep proposes to alleviate racial, ethnic, and economic isolation by providing every student with the tools and support needed for success, by returning the excitement of discovery and friendly competition to education (Novel-based curriculum, House Structure, Action Labs, real-world interventions). In accordance with the school's mission, EC Prep will provide students with a strong foundation of skills and knowledge, and the capacity to think critically, creatively, and globally to compete for admission into top schools. The school will fully engage students with teachers, staff and one another in a challenging and supportive environment that allows each student to attain success.

Analysis of student achievement data disaggregated by subgroup will provide an indication of whether or not the school is succeeding in closing achievement gaps in order to prevent racial, ethnic, and economic isolation. This will be achieved through the high expectations, support, and collaboration of key stakeholders united in service to the success of each child. Ongoing and consistent systems for monitoring and evaluating the school's program with fidelity will help to ensure that the school effectively achieves its goals in service to every student's success.

IV.3.b. Present a clear plan to share student learning practices and experiences with the local or regional board of education of the town in which the proposed school is to be located.

EC Prep will abide by all reporting requirements in accordance with all applicable State and district laws, regulations, and mandates. The Governing Council is clear that it is the holder of the charter and is responsible to the Connecticut State Department of Education. EC Prep maintains a calendar of reporting and compliance that provides specific dates and items to be delivered to the Authorizer as well as all other agencies and departments of the CSDE and NHSD. Data for all reporting is housed in our CDM system that is the responsibility of the Executive Director. Student progress and financial audits are included in this reporting.

EC Prep looks to share practices and student learning with the local board of education in several ways. The Executive Director, as the face of the school, will attend Board meetings and share highlights and updates and looks forward to developing collaborations with district and other schools to share best practices and improve the quality of education for all of our New Haven children. EC Prep will have an open door for tours and inter visitations from the community school faculty. As we visit and learn from other schools, such as the Ron Clark academy, EC Prep is more than willing to share its successes and challenges alike.

IV.4. Timetable

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

With anticipated initial certificate of approval, pending funding appropriations by the General Assembly, and a school opening date of August 2024, EC Prep submits **Appendix G** Pre-Opening Plan illustrating approximate dates and timeframes for some of the key pre-opening activities.

IV.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 students.***

No dollars are earmarked for daily student transportation to and from a bus stop and EC Prep. EC Prep will request student bus services from the New Haven School District.

Appendix A: Governing Council Resumes

The resumes are provided in alphabetical order, with the exception of Pastor Dr. Boise Kimber, whose resume is first.

Dr. Boise Kimber

Michael A. Briscoe

Larry Conaway

Marcellus A. Edwards

Shawn Desmond Marshall III

Deirdre L. Moody

Lola W. Nathan

Genice T. Nelson

Dr. Leroy C. Williams

Glena Worthy

EDUCATION:

S.T.M. Master of Sacred Theology, Yale University Divinity School, New Haven, CT, 2018

Thesis Topic: A Critical Analysis of Black Women in Ministry in the Black Church

D.MIN. United Theological Seminary, Dayton, OH, 2001

Dissertation Topic: "Developing a Social Justice Consciousness in a Local Congregation" This project's focus is to determine if a local congregation can be transformed into a greater social justice consciousness through education and training.

M.R.E. Religious Life and Education, Hartford Seminary, Hartford, CT, 1997

Master's Thesis: "Homosexuality and the African American Church" This project studied current ideology and doctrines on the subject of homosexuality and predominantly black Baptist congregations.

B.A. Sociology, Johnson C. Smith University, Charlotte, NC, 1981

RELIGIOUS TRAINING:

Ordained minister in the National Baptist Convention, USA, Inc.: 1977

TEACHING:

First Calvary Baptist Church: Introduction of Christian Leadership, 2001

Quarterly workshops for adult members to increase their leadership skills using traditional disciplines, spirituality, and biblical wisdom.

AFL-CIO: Labor and Religion Roundtables – 1999, 2000

Semi-annual discussions with Clergy, Community Activists and Labor Leaders on current issues affecting working people.

Philip Randolph Institute: Coalition Building in an Urban Community – 1999, 2000

Annual workshop for local civil rights activists on issues of community empowerment, e.g., effectively organizing, political power, and crisis intervention.

PUBLICATIONS, PAPERS:

Kimber, Boise. "A Critical Analysis of Black Women in ministry in the Black Church", Yale University Divinity School, 2018. (archived, Yale Divinity School Library)

Kimber, Boise. "Developing a Social Justice Consciousness in a Local Congregation" D.Min. Thesis. United Theological Seminary, 2001. (Unpublished)

Kimber, Boise. "Homosexuality and the Black Church, One Pastor's Journey to Understanding Homosexuality", 1997 (Unpublished)

PROFESSIONAL EMPLOYMENT HISTORY:

Pastor, First Calvary Baptist Church (full-time), New Haven, CT, 1986 – present

Serve as the full-time pastor and leader of a moderate sized urban community church with a spiritual mission of evangelizing disciples for Christ. Oversees a vibrant ministry with a full-time staff and a strong Christian education and mission's ministry. As a pastor in the urban community, advocates for social justice and community activism. Serves as ex-official of all boards and departments.

This position requires the ability to teach, counsel, motivate adults and youth, coordinate multiple tasks, and provide visionary leadership to the congregation as a whole. Strengths include using participatory leadership to maximize human potential and involvement guided by Christian principles and values.

Senior Pastor, First Calvary Missionary Baptist Church, Hartford, CT 2008-2016 (Retired)

Provide spiritual leadership to the members of the church. Prepare weekly sermons, preaching and conducting worship services. Provide care and counseling to the congregation and intervene and connect parishioners to the appropriate resources in a crisis situation. Officiate confirmations, baptisms, weddings, funerals, and other special services. Oversee all areas of management pertaining to the ministry

Senior Pastor, Faith Tabernacle Missionary Baptist Church, Stamford, CT 2017-Present

Serve as the full-time pastor and chief financial officer of the church and all of its associated ministries. Oversee a budget of over 1 million dollars. Provide spiritual advice, preachment, and support to more than 1,000 thousand members within the organization.

Provides pastoral support to the congregation, teaches bible study, hosts workshops, oversees the various outreach ministries, serves as a liaison for the Stamford Clergy Association and other civic organizations.

The Boise Kimber Christian Leadership School for the State of Connecticut Missionary Baptist Convention 2015-Present

Serve as the custodian of records and the president emeritus of the Christian Leadership School, which provides spiritual support and guidance to young adults in the National Baptist Convention. Provide curriculum instruction to pupils leading towards a certificate in the various areas of Christian leadership (evangelism, missions and society, global ministries for peace, justice and tranquility). Instructor in early Christianity, biblical studies, Baptist polity, old testament, and new testament.

President, Connecticut State Missionary Baptist Convention, 2007– 2014

President of the Connecticut State Missionary Baptist Convention, 2020 - present

Serve as president of an alliance of approximately eighty churches in the state of Connecticut. As a visionary president, launched the Christian Leadership School, an accredited four-year Christian Education degree program.

Recruitment Specialist, Institute of Church Administration and Management, Interdenominational Theological Center, Atlanta, GA, 2000 – present

Responsibilities include conducting monthly recruitment activities of pastors and laity for educational seminars and conferences. Seminars and conferences are designed to train and empower Christian leadership and church administration. This position entails strong communication skills and the ability to organize and market an educational program for clergy, church officials and laypersons.

Executive Secretary, Board of Directors, National Baptist Convention, USA, Inc., Nashville, TN, 2010 - 2014, 2020 present

Responsible for ensuring that accurate and sufficient documentation exists to meet the legal requirements of the organization. Advise and counsel committee heads and senior leaders within the organization on the business and affairs of the organization. Records minutes of meetings, ensures their accuracy, and availability, proposes policies and practices, submits annual reports to the board, maintains membership records for the entire convention comprised of hundreds of thousands of members. Fulfills any other requirements of the Board of Directors, and performs other administrative tasks delegated by the National Baptist Convention President as assigned.

Administrative Assistant to the General Secretary, National Baptist Convention, USA, Inc., Nashville, TN, 1984 – 1994

Served as the Administrative Assistant to the Chief Executive Officer of the Convention. This position involved extensive travel organizing local congregations and recruiting pastors and congregations for participation and engagement with the Convention. The Convention was responsible for spiritual leadership, ideological study and educational workshops and conferences and seminars for large religious groups. This included negotiating conference and housing facilities, publicity, and all related activities to ensure the success of the event.

Pastor, 1976 – 1986

Served as the Pastor of four churches, three southern, rural congregations and one northern urban church. As the pastor, I was responsible for the spiritual well-being of the membership and economic sustainability of the church, as well as serving as an advocate for the community. Obtained undergraduate degree as a full-time student from 1977-1981.

Pitts Chapel Unified Freewill Baptist Church, New Haven, CT 1983 – 1986

Jeffries Cross Baptist Church, Burlington, NC

1980 – 1983

Mount Sinai Baptist Church, Catawba, NC
Weeping Mary Baptist Church, Opelika, AL

1978 – 1980
1976 – 1978

COMMUNITY ACTIVITIES

- Consultant to the Office of Multicultural Affairs and the Multicultural Center at Southern Connecticut State University, New Haven, CT
- Fire Commissioner for the City of New Haven, 9-year appointment
- Director for Aids Interfaith Network, Inc.
- Advisor to local labor unions
- Member of Omega Psi Phi Fraternity Inc.,
- Member, the Conference of National Black Churches
- Former Chairman, Civil Service Commission
- Former Chairman, Affirmative Action Committee
- Board of Directors of the National Baptist Convention, Secretary, 2010-2014
- National Action Network Board of Directors - Chairman, Early Childhood Council, New Haven, CT
- Board Member Hidden light Institute
- President Greater New Haven Clergy Association, 2019 - present
- President of Connecticut State Missionary Baptist Convention 2020 -present
- Executive Secretary for the Board of Directors National Baptist convention USA Inc. present
- Member of the Executive Committee of the National Baptist Convention USA Inc. present

PROFESSIONAL COMPETENCIES

- Community activism and coalition building,
- Housing and community development
- Marketing and public relations,
- Public speaking and presentations

AWARDS

- Distinguished Martin Luther King Jr. Preaching Award, Morehouse College, 2017
- Wyatt T. Walker Social Justice Award, National Action Network, 2019
- Williams Augustus Jones Award for Outstanding Community Service, National Action Network, 2014
- Rainbow PUSH
- 2001 Community Activism Award, August 2001
- Johnson C. Smith University Athletic Scholarship 1977- 1981

MICHAEL A. BRISCOE

189 CONCORD STREET ■ NEW HAVEN, CT 06512
briscoemichael@hotmail.com ■ 203-278-9268

EXECUTIVE DIRECTOR – CHIEF EXPERIENCE OFFICER

Promoting collaborative action and providing leadership that continually evaluates overall business practices, methods, and strategies to improve the quality and functionality of an organization.

Transformational Leadership | Organizational Management | Fiscal Management | Policy & Compliance

EXECUTIVE LEADER EFFECTIVE IN MUNICIPAL OPERATIONS, PERSONNEL MANAGEMENT, POLICY & REGULATION, PERFORMANCE TRACKING, FISCAL MANAGEMENT and GOAL SETTING/KPIs

EDUCATION

CAPELLA UNIVERSITY | Minneapolis, MN

- ***Ph.D. in Human Services with a specialization in Multi-Disciplinary Human Services - [expected] 12/2021***

POST UNIVERSITY | Waterbury, CT Waterbury, CT

- ***Graduate Certificate in Professional Counseling - 2021***
 - ***Master of Science Graduate Certificate in Alcohol and Drug Counseling - 2012***
 - ***Master of Science in Human Services | Concentration: Clinical Mental Health Counseling - 2012***
 - ***Bachelor of Science in Human Services | Minor: Sociology | Concentration: Counseling - 2011***
-

WORK EXPERIENCE

RETREAT BEHAVIORAL HEALTH | New Haven, CT 2020 – Present

Shift Administrator

- Provide direct management and operational oversight of Retreat Behavioral Health's New Haven campus which houses 80+ residents; Oversee entire interdisciplinary team of Doctors, Nurses, Clinicians, Behavioral Health Specialists, Maintenance, Safety & Security and Transportation ensuring all RBH clientele with substance abuse and co-occurring disorders receive exceptional services and treatments.
- Focus on the overall patient experience; Implement strategies and programs that specifically enhances the culture, processes and delivery of healthcare services that brings the patient is first philosophy to every component of Retreat Behavioral Health i.e., addressed all dissatisfaction complaints, troubleshoot issues to create solution focused outcomes and provided education and consumer support to caller.
- Serve as the Safety Site Director for the Connecticut site; Provide Safety/Security in the Workplace, CARF and other state/federal mandated training to all staff in accordance with CT Department of Mental Health and Addiction, OSHA and CARF to meet safety, best practices and accreditation standards; collaborated with Police, Fire and Emergency Management personnel to develop facility safety plans.
- Appointed Co-Chair of the Corporate Cultural Competency Committee; Provide Diversity/Inclusion and Cultural Competency trainings to all Retreat Behavioral Health staff in Connecticut, Florida, and Pennsylvania; Determine staff training needs, and advises leadership on bid criteria, invoicing, and vendor access and utility.
- Track and monitor patient progress through the continuum of care; Audit all medical records and case notes to make sure all documentation meets clinical and insurance mandates; Proctor and examine assessments, review risk reports, utilize specific metric & identifiers to ensure compliance.
- Put into place quality assurance processes which incorporated reviewing, monitoring, and following up with each specific team member on the achievement of Best Practices, standards of excellence and continuous quality improvement; Made recommendations of improvement to the Executive Director.

- Ensure the proper implementation of rehabilitation therapy and methods that foster positive change and transformation management; Use evidence-based treatment outcomes to measure the effectiveness of treatment plans.
- Partner with community resource providers to ensure the delivery of post-discharge services maintained a continuum of care.
- Serve as Active Executive Director on an ongoing basis.

ACHIEVEMENT FIRST | New Haven, CT

2019 – Present

Behavior Interventionist

- Assist Amistad Charter High School Dean of Students with creating a learning environment with positive relationship building mechanisms that allow for effective coaching and guidance of both teachers and students and fosters a school culture that develops a rapport which cultivates an environment of learning beneficial to all.
- Work in collaboration with school Psychologists, Social Workers, Counselors, faculty, and administration to address students with academic and/or behavioral issues at Amistad Charter High School.
- Daily visit classrooms to evaluate teachers for appropriate educational and cultural taxonomy of responses; Provide performance evaluations to classroom instructors for improved teaching, relationship building, cultural competency and learning experiences.
- Train/Coach administration, staff and educators on Diversity and Inclusion to cultivate positive changes in best practices of school culture and to improve overall educational experience.
- Coach and mentor newly hired Behavior Specialists; Provide feedback to administration to support increased development and improved performance of Behavior Specialists.
- Provide counseling to students covering co-occurring and dual-diagnosed issues, anxiety, depression, abuse, and trauma.
- Initiate family interactions and coordinate school meetings to reinforce interventions and behavior modification in a home environment.
- Use student data-driven outcomes to track student progress and data collection analysis to identify common diagnoses and root causes; Track and monitor aspects of the Amistad experience to present to leadership.
- Initiated a scholarship for graduating seniors going to college; Award 5 students with \$1000 scholarship per year; Create fundraising and community outreach initiatives to generate civic interest and financial support from the Amistad Charter High School community.

CITY OF NEW HAVEN | New Haven, CT 2014 – 2018

Director of Public Safety Communications

- Directed a staff of 57 employees and managed a \$3.3 million budget operating a 911 call center in partnership with Police, Fire and EMTs, the FCC, State of Connecticut Emergency Telecommunications, DPW, Board of Education, Park & Recreation, Yale-New Haven Hospital, etc.
- Focused on the improvement of and implementation of new public safety policies and procedures which significantly changed the fiscal behavior and personnel management of the department; Established organizational behavior around department spending, grade pay, contractual negotiations w/ labor unions, department rules and other best practices.
- Tracked and monitored calls, captured data and trends, monitored performance, and interfaced with the Mayor's office and all stakeholders, using analytics to lead transformation management initiatives.
- Integrated computer systems with City of New Haven, State of Connecticut, FBI, and National Crime Information Center (NCIC) which improved the call centers efficiency in calls received by 98%.
- Obtained needed resources and technology upgrades and improved emergency response using performance metrics.
- Set goals and Key Performance Indicators (KPIs) using analytics to take a proactive versus reactive response to risks and opportunities, and as a baseline for continuous quality improvement.

- Conducted detailed reviews and audits of emergency processing protocols.
- Ensure strict compliance with policies, procedures and regulatory guidelines.
- Used all analytics to provide input into municipal policy making and change management initiatives.
- Established a partnership with Post University to develop workshops for annual planning/bi-annual incentive training.
- Facilitated cross-functional teams with all stakeholders and built consensus and support for shared goals.

CITY OF NEW HAVEN | New Haven, CT 1999 – 2015

Firefighter/Emergency Medical Technician (EMT)

- Served as a First Responder to public safety incidents.
- Utilized diverse skills and knowledge base including EMT, pump operations, truck operations, HazMat, and special tactics.
- Provided psychology counseling to address the emotional well-being for victims of emergencies.
- Responded to EMT medical emergencies, as well as traumatic injuries, drug/alcohol intoxication and overdoses, and mental health issues.
- Tracked and categorized calls.
- Developed trending analytics to identify most common calls and frequencies.
- Used data analysis as a baseline for team training and effective interventions responses.

VOLUNTEER/COMMUNITY INVOLVEMENT

THE MICHAEL BRISCOE SCHOLARSHIP | New Haven, CT.: Created the Michael Briscoe Good Faith Public Safety & Public Service Award to provide inclusive and equitable opportunities for students who are seeking to pursue a career in Public Service and Safety.

COMMUNITY WIDE EVENTS | New Haven, CT

- Partner with URU; The Right to Be, Inc. in city-wide COVID-19 canvassing event to provide education and vaccinations to under informed segments of the population.
- Partner with International Association of Black Firefighters and the Omega Psi Phi Fraternity, Inc. in sponsoring The Bike Ride community event in support of First Responders suicide prevention.
- Coordinated a Community Walk and Ride event to support the improvement of physical health and healthy lifestyles.
- Serves as the 1st district Health Initiative Chair w/ Omega Psi Phi which covers the New England region.

ORGANIZATIONS & AFFILIATIONS

- ***National Society of Leadership and Success***, Post University, Waterbury, CT.
- ***Alpha Chi Honor Society***, Post University, Waterbury, CT
- ***City of New Haven Mayoral Cabinet Member***, Mayor's Office, New Haven, CT
- ***City of New Haven***, Innovations Team, New Haven, CT
- ***Board of Directors***, Believe in Me Empowerment Corporation, New Haven, CT
- ***Board of Directors***, Hair's Kay School of Beauty and Cosmetology, New Haven, CT
- ***Advisory Board***, Gateway Community College, New Haven, CT
- ***Fraternal Member***, Omega Psi Phi Fraternity, Inc., Chi Omicron Chapter, New Haven, CT
- ***Chair***, First Districts Health Initiative and Chapter Health Initiative Chair
- ***Public Relations Officer & Achievement Week Committee Chair***
- ***Assistant Football Coach***, Amistad High School, 2019 - Present
- ***Running Back Coach***, Connecticut Chiefs Minor Professional Football, 2015 & 2016
- ***Running Back***, Connecticut Chiefs Minor Professional Football, 1996, 1997 & 1998
- ***Running Back and Defensive Back***, University of New Haven Football, 1990 & 1991
- ***Captain and Team Member***, James Hillhouse High School Football, 1990

Larry Conaway

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Experience

Administrator 2013 – 2019

New Light High School and Riverside Education Academy, New Haven, CT

- Served as Administrator
- Responsible for daily management and operational activities; Staff hiring and evaluations
- Supervise after school and community programs; Other assigned duties

Administrator 2003 – 2013

Wilbur L. Cross High School, New Haven, CT

- Served as Administrator
- Assist principal with daily management and operational activities; Staff hiring and evaluations
- Supervise after school and community programs; Other assigned duties

Clinical Therapist 2012 – Present

Self Employed, New Haven, CT

- Provide counseling services, such as individual and family therapy, and mental health counseling
- Help clients cope with behavioral, mental, and emotional problems that interfere with their daily lives

Chief Executive Officer 1997 – 2012

The Connecticut Children and Family Center, Inc, New Haven, CT

- Management of daily administrative and programmatic operations of non-profit organization
- Develop, negotiate, and manage contracts; Hire, manage, train, and evaluate staff, interns, and volunteers
- Research, develop, and implement grants; Fundraising; Board meetings

Administrator 1998 – 2003

Lincoln Bassett Community School, New Haven, CT

- Served as Assistant Principal
- Assist principal with daily management and operational activities; Staff hiring and evaluations
- Supervise after school and community programs; Other assigned duties

Administrator 1997 – 1998

Hill Central Elementary School, New Haven, CT

- Served as Administrator
- Assist principal with daily management and operational activities; Staff hiring and evaluations
- Supervise after school and community programs; Other assigned duties

Administrator 1993 – 1997

High Leadership School, New Haven, CT

- Served as Principal
- Managed over all daily administrative and programmatic activities; Taught African-American History 100 class;
- Head Track Coach; Developed and presented Character First Workshops around the country

Education

The Principals' Center, Harvard Graduate School of Education, Cambridge, MA; **1998**, The Art & Craft of Principalship Certification

University of Connecticut School of Social Work, Storrs, CT; **1979**, Social Work, MSW Degree

Southern Connecticut State University, New Haven, CT; **1977**, Social Work, BSW

Licenses

Licensed Certified Social Worker
Academy of Certified Social Workers

Connecticut Association for Treatment of Sexual
Offenders
Certified Alcohol Counselor

Professional Affiliations

The Prosperity Foundation, Vice President
Omega Psi Phi Fraternity, Member
St. Andrews Church Men's Club, Member
National Association of Social Workers,
Member

NAACP New Haven Chapter, Executive Board
National Association of Black Social Workers,
Member
Greater New Haven Male Involvement
Network, Management Team

**South Central Connecticut Regional Action
Council, Board Member**

Awards

**New Haven Board of Education, TAPS Award
New Haven Business and Professional
Women's Associations Recipient of Man of the
Year Award NAACP, Small Business Award**

**Omega Psi Phi Fraternity, Man of the Year
Award
Numerous other awards**

Marcellus A. Edwards III
33 Orient Lane North Haven, CT 06473
203.234.9595 Home / 203.530.0556 Mobile
maedwardsiii@att.net

Professional Objective	To pursue a senior level position, utilizing my diverse executive, administrative, and interpersonal skills; commitment to excellence; ambition and experience.		
Summary of Qualification	<ul style="list-style-type: none">• 30+ years of experience in the transportation industry.• Ability to direct complex projects from concept to fully operational status.• Goal-oriented individual with strong leadership capabilities.• Organized, highly motivated, and detail-directed problem solver.• Proven ability to work in unison with staff, directors, and executive level personnel.		
Career Accomplishments	<p>Special Duty Operations Manager in 1994 Designed and developed training for Ticket Issuing Machine (T.I.M.) rollout Achieved Master Trainer/Facilitator status through the Langevin, Work on a committee which successfully reorganized the Training department from a hierarchical structure to a group of teams. Managed a work group of 4 to 7 staff members, emphasizing employee competency and productivity by training (cross training), documenting work procedures, monitoring performance, and establishing goals.</p> <p>Management/Supervision</p> <ul style="list-style-type: none">• Direct a staff of 4 to 7 instructors• Resulted in multilateral staff achievement of work objectives.• Managed and developed a small work group into a goal-oriented, cohesive group.• Successfully refined existing programs and implemented new projects.		
Employment	College & Career Advisor, New Haven Board of Education Hillhouse High School	2020 - Present	
	<ul style="list-style-type: none">• Assist students with FASFA preparation• Assist students with determining career paths after high school• Broker relationships with service providers in the region i.e. AJC, ConnCat, etc.• Follow ups with service providers and students• Work closely with Guidance Counselors to determine students who are looking to move into the workforce		
	Assistant Conductor , Metro North Railroad		
	<ul style="list-style-type: none">• Assigned to collect tickets and revenue onboard trains. Provided customer service and assistance to our customers on a daily basis.• Required to operate the doors, make announcements and provide protection at various stations along our route.• Worked in a yard capacity assisting the conductor in moving trains around the yard preparing for revenue service.	1989-1991	

	Conductor, Metro North Railroad <ul style="list-style-type: none"> Managed train collection strategies Established spotting patterns for the train at various stations Designated crew members for key-out at all stations Troubleshoot any mechanical issues with equipment Operated the doors at each station, or designated an Assistant Conductor to operate the doors Operated switches in order to get the trains out of the yard Switched trains in yard crew capacity 	1991-1995 2010 – 2020
	Training Officer, Metro North Railroad <ul style="list-style-type: none"> Delivered various training programs to Operation Services employees Designed and developed programs Scheduled students for train riding, PC testing Developed strategies to challenge the learner 	1995-2002
	Assistant Chief Training Officer, Metro North Railroad <ul style="list-style-type: none"> Manage group of Conductor Trainers Forecast resources to meet both long and short range objectives Evaluated staff to determine professional development needs Develop presentation skills through various professional development courses Work with various departments to organize resources to accomplish shared goals Design programs with various learning styles in mind Demonstrated ability to negotiate with clients to achieve joint objectives Firm understanding of how training impacts company goals and objectives Ability to identify core competencies and skills required for employees to do their jobs 	2002-2010
Education	B.S., Marketing , Delaware State University, 1987	
Certifications &	Instructor/Facilitator Certification, The Langevin 2003 Walter Camp Football Foundation, Board of Directors	
Affiliations	Omega Psi Phi Fraternity, Inc. Chi Omicron Chapter President New Haven Gridiron Club, Committee Member Gateway Community College, Adjunct Instructor	

SHAWN DESMOND MARSHALL

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407-613-4864

shawndmarshall@gmail.com

[linkedin.com/in/shawndmarshall](https://www.linkedin.com/in/shawndmarshall)

MULTILINGUAL MARKETING AND SALES LEADER

GROWTH STRATEGY DEVELOPMENT	SALES & BUSINESS DEVELOPMENT	ADVERTISING AND BRANDING
INTEGRATED MARKETING PLANNING	BRAND LEADERSHIP IN CHINA	DIGITAL AND SOCIAL MEDIA
QUANTITATIVE MARKETING TOOLKIT	CLIENT/PARTNERSHIP DEVELOPMENT	LEADERSHIP & PROBLEM SOLVING

PROFESSIONAL EXPERIENCE

2/2010 – Present	LEADSTAR New Haven, Ct	Chief Growth Officer
	CONSULTING	
7/2008 – 1/2010	GLOBALHUE Southfield, MI	Head of Client Services
5/2007 – 6/2008	VIBES MEDIA Chicago, IL	Vice-President, Multicultural
8/2005 – 4/2007	RADIO. Chicago, IL	Vice-President, National Marketing
	ADVERTISING BUREAU	
9/2004 – 6/2005	BALLY Chicago, Illinois	Director, Multicultural Marketing
	TOTAL FITNESS CORPORATION	
8/2001 – 1/2004	THE WALT Mexico City, Mexico	Director, Marketing and Sales –
	DISNEY COMPANY	Latin America
6/1998 – 7/2001	EASTMAN Miami, Florida	Director, Marketing and Sales – KODAK
	COMPANY	North Cone
6/1996 – 6/1998	EASTMAN Mexico City, Mexico	Country Marketing Manager
	KODAK COMPANY	
4/1994 – 8/1995	EASTMAN Miami, Florida	Product Manager Latin America
	KODAK COMPANY	

EDUCATION, TRAINING AND FOREIGN LANGUAGES

M.I.M. | Masters of International Management | Thunderbird School of Global Management, Glendale, AZ – G.P.A. 3.8

M.B.A. | Masters of Business Administration | William E. Simon Graduate School, University of Rochester, Rochester, NY G.P.A. 3.3

Bachelor of Science | *Major: Business Administration* | Florida A&M University, Tallahassee, FL – G.P.A. 3.8

Fundraising and Development Foundations | *Training Certification Course* | University of California – Davis

- Great Leader Strategies – The Walt Disney Company
- Situational Leadership
- 2 Month Immersion in China – Mandarin House (Beijing & Shanghai)
- Social Media Marketing & Interactive Advertising, Laredo Group
- Spin Selling
- BASE Selling
- Mirren New Business Workshop
- Digital Strategy Seminar, Miami Ad School

Spanish: Professional Fluency

Portuguese: Conversational Fluency

Mandarin: Beginner

LEADSTAR CONSULTING | New Haven, CT

2/2010 – Present

Business Growth Consultant

Toolkit: Digital/Social Media and Growth Strategy

Provide insight, direction, strategic consultation and digital media sales services to corporate, agency and media clients. Partner with clients as a team member or serve as an industry expert on new business pitches, strategic plans, marketing and sales plans, social media strategy, client retention programs, shareholder presentations and other custom projects. Clients include Fortune 500 corporations, start-ups, media companies, nonprofits and agencies.

- **Developed Fundraising Presentation used to raise \$5M in Capital for Biotech Start-up**
- Developed Latin America Sales Strategy and focus for client that resulted in \$500,000 in sales within a 6-month period
- Sold-in online video content distribution strategy for Fortune 100 entertainment company leading to \$1M sales pipeline
- Crafted strategy for client to retain Automotive sponsor and outlined strategic plan to add \$10M incremental revenue
- Developed Social Media campaigns for Automotive brand that delivered 12.3M Video/Display impressions – 23% above plan
- Developed Integrated US Hispanic Advertising campaign that won “Best of Show” at American Advertising Awards Show

GLOBALHUE | Southfield, MI

7/2008 – 1/2010

Head of Client Services

Toolkit: Advertising Agency Best Practices

Oversaw all Detroit-based accounts, leading a 60-person team and providing leadership for client services, strategy and creative. Directed and developed work for clients including U.S. Navy, Wal-Mart, Subway, Verizon, Chrysler FedEx and MGM Grand Detroit. Exceeded revenue and margin goals for all accounts with the exception of Chrysler; delivered over \$20M in revenue.

- **Created Wal-Mart TV ad campaign that was ranked 3rd by Ad Age as “most liked” spot of ‘08 Holiday Season which helped increase same store sales by 12% year-over-year – campaign included TV, Print, Radio and Digital**
- Launched MGM Grand Detroit Campaign; buzz from campaign resulted in record daily revenues of \$25.9M
- Developed Chrysler 300 Hispanic ad; effectiveness led to adaptation for general market campaign
- Exceeded Verizon direct response conversion rate and sales campaign goals by 200%+ across 3 product lines

VIBES MEDIA | Chicago, IL

5/2007 – 6/2008

Multicultural Marketing and Sales Lead

Toolkit: The Power of Integrated Mobile Marketing

Led multicultural mobile marketing and sales targeting clients like CNN, McDonald's and Verizon integrating SMS-based marketing programs for targeted segments. Collaborated with leading multicultural agencies on campaigns and regularly spoke on mobile marketing strategy. Implemented “Text-Trivia Games” for CNN and “Mobile Shuffle Game” for McDonald's.

- **Originated one of McDonald's first targeted mobile marketing event activations; reached 180K consumers**
- Integrated mobile marketing into CNN College Tour with 7 Colleges; reached 21K students
- Expanded Verizon business for targeted marketing including SMS campaigns and Text-2-Screen at major Hispanic concerts

RADIO ADVERTISING BUREAU (RAB) | Chicago, IL

8/2005 – 4/2007

National Marketing Director

Toolkit: Strategic Media Integration

Promoted 7,000 radio stations and their online properties providing insight and direction to Fortune 500 advertisers and top agencies in the areas of “Engagement”, “Media Synergy” and “Return on Investment”.

Represented the RAB by presenting multicultural marketing-related presentations at 3 multicultural conferences in the U.S.

- **Reversed client (WAMU) decision to leave radio; resulted in 20-market media plan and \$800K annual revenue to Radio**
- Secured and led CMO meetings with McDonalds and J. C. Penney resulting in strengthened relationship with radio advertising during a time when ad dollars were shifting to internet
- Key clients: McDonald's, JCPenney, Washington Mutual, Starcom, Top 3 Asian-American, Top 5 Hispanic and Top 5 African-American Agencies

BALLY TOTAL FITNESS CORP. | Chicago, IL

9/2004 – 6/2005

Director, Multicultural Marketing

Toolkit: Keys to a Segment Marketing Initiative

Advised the head of advertising in the development and direction of marketing and advertising to targeted segments with an \$11M budget. Developed integrated TV, print, display ecommerce and event marketing tactics based on detailed Geo-demographic data to drive traffic into 416 fitness centers nationwide while collaborating with the general market team to ensure inclusiveness of campaigns.

- **Produced 8 "Culturally Relevant" Hispanic TV ads, increased response rate by as much as 37% year over year**
- Developed and implemented local, regional and national programs; delivered 7% increase in lead development
- Championed first-ever campaign with Black principals; resulted in company's best branding scores to date

THE WALT DISNEY COMPANY | Mexico City, Mexico

8/2001 – 1/2004

Director, Marketing and Sales – Latin America

Toolkit: Disciplined International Brand Management

Directed 100% of Disney's Latin American efforts to drive traffic from Latin America to Walt Disney World, Disneyland and Disney Cruise Line. Led 20 team members across 5 offices (Miami, Orlando, Argentina, Brazil and Mexico) with a \$13M operating budget that focused on sales, direct to consumer marketing and trade marketing with partners such as American Express.

- **Led revenue growth of 25% to \$125M in the first year and surpassed revenue targets by \$9M (15%) in second year by implementing first-ever Consumer Segmentation Study, Aggressive Channel Strategy and the first Pan-Regional Ad Campaign**
- Established Pan-Regional marketing partnerships; generated \$26M in media value with partners Kodak, Visa and McDonald's
- Refreshed Disneyland brand; resulted in ½ day increase in average visits per guest and \$5.8M revenue increase
- Implemented online lead generation program that generated 500% more leads; reduced cost per lead by 54%
- Delivered over \$8M in Media Value through Press Conferences, Press Events, and PR Stunts

EASTMAN KODAK COMPANY |

6/1998 – 7/2001

Director, Marketing and Sales – North Cone

Toolkit: Multi-Office Leadership

Promoted to this role leading an 18-member marketing and sales team with a \$24M business across 29 Caribbean, Central and South American countries including 36 exclusive distributors. Led Kodak's professional brand portfolio strategy throughout the region; accountable for strengthening brand and sales within regional photo-specialty stores.

- **Drove 15%+ sales growth year over year for 3 consecutive years**
- Led the development of a compelling "Vision Statement", Growth Strategy and action-oriented Key Account Plans, which served as a basis to focus and align marketing and sales teams for growth
- Increased digital product sales by 45% by implementing new sales management processes and SPIN Selling Methodology

Country Marketing Manager – Kodak De Mexico. Mexico City

6/1996 – 6/1998

Toolkit: Marketing and Sales Integration

Managed a 4-person marketing team, a \$4M annual budget and co-authored the 5-year strategic plan.

- **Achieved 25% (\$8M) revenue growth in the first year, and 10% growth (\$4M) in the second year**
- Grew share by 8 percentage points with a \$2 million consumer promotion including concert tour and MTV Latino tie-ins
- Led an aggressive channel development strategy, loyalty marketing programs and 3 national trade shows

Product Manager – Latin America. Miami, FL

4/1994 – 8/1995

Toolkit: Retail Marketing and Positioning

Responsible for improving the Consumer Products Divisions marketing efforts for the 500 store Kodak-owned retail chain in Latin America, by developing and implementing regional marketing strategies and programs.

- **Launched *Kodak Image Magic* brand through high-impact regional integrated marketing campaign resulting \$10M in revenue**
- Implemented retail positioning study and developed “promotional toolkit” for Kodak’s retail chain
- Designed and managed consumer test market in Panama City, Panama for digital products and services

COMMUNITY INVOLVEMENT

- | | |
|---|--|
| ● Member, National Black MBA Association | ● Life Member, Kappa Alpha Psi Fraternity Inc. |
| ● Member, Association of National Advertisers | ● Committee Chair, Guide Right Mentor Program |
| ● Life Member, NAACP | ● Jonathan Lewis for Congress Campaign |

Deirdre L. Moody
100 Forest Street Hamden, CT 06518
Telephone: 203-214-9261 Email: moodybap@aol.com

PROFESSIONAL SUMMARY:

Results-driven professional with a demonstrated ability to work independently, with little to no supervision. Strong time-management, analytical, communication, and organizational skills. Quick learner, self-starter and highly motivated.

CORE COMPETENCIES:

Litigation	People Management	42 CFR Part 2
Immigration	Workers' Compensation/Employment	HIPAA
Real Estate	Human Resources	Electronic Medical Record
Contracts		

PROFESSIONAL EXPERIENCE:

Cornell Scott Hill Health Center Privacy Officer April 2016 to date

Essential Duties and Responsibilities

Legal

- Research and preparation of legal memoranda for counsel on various subjects
- Responds to Subpoenas regarding general organizational affairs
- Reviews and Analyzes new FTCA claims
- Tracks, organizes and prepares discovery materials for both FTCA claims and civil litigation matters before forwarding to counsel, experts and other witnesses
- Cooperates with the U.S. Department of Health and Human Services Office for Civil Rights, State regulators and/or other legal entities in any compliance reviews or investigations
- Gathers statements from fact witnesses
- Assists Attorneys with Trial Preparation and defense of all FTCA claims as may be applicable.

Immigration

- Acts as the main point of contact for external immigration counsel and internal employee immigration related questions
- Provides consultation and guidance to the HR team, department managers, and employees regarding the immigration process and status of pending cases
- Serves as the point of contact for all aspects of the immigration process and provides status updates on open cases involving current and potential employees

- Ensures compliance with all U.S. Citizenship & Immigration Services (USCIS) regulations and changes to immigration laws, as it relates to employment practices
- Prepares and tracks immigration and naturalization paperwork for employees and outside immigration counsel
- Drafts immigration contracts for newly hired employees
- Reviews and approves legal vendor bills for payment

Privacy Officer

- Builds and maintains a strategic and comprehensive privacy program that defines, develops, maintains and implements policies and processes that enable consistent, effective privacy practices which minimize risk and ensure the confidentiality of protected health information (PHI) and other types of personal data namely those of patients and third parties in paper and/or electronic, across all media types
- Takes a lead role, to ensure the organization has and maintains appropriate privacy and confidentiality consents, authorization forms and information notices and materials reflecting current organization and legal practices and requirements
- Works with the Director of IT and the Compliance Officer to establish governance for the privacy program
- Ensures the availability and efficient maintenance and storage of CSHHC documents consistent with CSHHC policy and applicable licensure and accreditation standards
- Oversees patient rights to inspect, amend, and restrict access to protected health information when appropriate
- Conducts, supervises, and coordinates internal investigations of alleged HIPAA violations internally and externally
- Manages all required breach determination and notification processes under HIPAA and applicable State breach rules and requirements
- Consults with organization administration, legal counsel, and other related parties, to represent the organization's information privacy interests with external parties (state or local government bodies) who undertake to adopt or amend privacy legislation, regulation, or standards
- Serves as an information privacy resource to the organization regarding release of information and to all departments for all privacy related issues.
- Develops and manages the departmental staff and budget
- Oversees the HIM Department and evaluates departmental personnel in the performance of their required duties. Provides appropriate feedback and conducts timely, fair and accurate performance reviews
- Develops, communicates, and maintains Release of Information processes and procedures
- Conducts investigations related to general compliance, complaints, concerns regarding billing issues, revenue cycle questions and privacy, as well as patient privacy concerns. Recommends appropriate response and follow up keeping the Compliance and the Director of IT updated as necessary. Institutes appropriate follow-up actions. Utilizes results of incidents to develop monitoring programs and remediation plans

- Prioritizes activities to meet timelines and other Departmental goals
- Develops and maintains skills sufficient to serve as a proficient user of the Centricity Practice & EPIC Management and electronic health records modules and to serve as a systems resource to other staff members
- Collaborates with the General Counsel and Compliance Officer to ensure alignment between privacy and other areas of compliance (e. g., research compliance, billing compliance, pharmacy compliance)
- Initiates, facilitates and promotes communication activities to foster privacy awareness within CSHHC
- Prepares written documentation, reports, presentations, etc. as required; maintains, distributes, analyzes, and collects information for required records, reports and statistics, as directed.
- Performs other related duties as required

Essential Duties and Responsibilities

Cornell Scott Hill Health Center

Human Resources Paralegal September 2015 to April 2016

- Contracts and legal memoranda
- CHRO, EEOC, DOL and federal and state claims
- Litigation Files
- Release of subpoenaed records/legal documentation advice and review
- Interviewing witnesses/deposition preparation
- Employment contracts, affiliation agreements with interns and residents' institutions, and HR vendor contracts, search and locum tenens agencies, as needed
- Prepare and track immigration and naturalization paperwork for employees with the assistance outside immigration counsel
- Payment of legal vendor bills
- Legal liaison

Law Offices of Francis P. Cipriano, P.C., Hamden, CT

Paralegal 1999 to 2015

- Supervising staff and interns
- Managing civil litigation, labor relations, workers' compensation, discovery and compliance
- Maintaining client contact
- Coordinating judicial calendar
- Developing resources for use during litigation
- Supervising file system
- Preparing subpoenas for service of process
- Attending informal hearings
- Researching questions of law and/or administrative regulations
- Preparing files for pretrial, arbitration and mediation
- Preparing settlement demand letters
- Reviewing contracts

- Managing office contact with G.A. clerk's offices
- Maintaining law library
- Training support staff
- Overseeing office organization
- Coordinating correspondence from defense counsel and claims adjusters

Albertus Magnus College, New Haven, CT

Alumni Board of Governors 2005- 2009

- Established governance structures to enable the achievement of expected institutional outcomes with clear lines of communication and internal accountability
- Contributed to the development of Board Policies
- Participated on Board Committees and/or Task Forces at a variety of College functions (e.g. Awards Banquets, Convocations and fundraising)

EDUCATION:

University of New Haven, West Haven, CT 2007 Master's Degree | Major: Criminal Justice

Albertus Agnus College, New Haven, CT 2002 Bachelor's Degree | Major: Business Management

Briarwood College nka Lincoln College of New England 1992 Associate's Degree | Major: Paralegal Studies

SKILLS & QUALIFICATIONS:

- Strong analytical writing and research skills
- Experienced with Microsoft Word and Excel, Loislaw, Westlaw, Outlook, Centricity and EPIC
- Connecticut Superior Court E-File

Lola W. Nathan
104 Promenade Drive Hamden, CT 06514
(203) 248-8613 Lnathan065@gmail.com

EXPERIENCE

2020-2021 Administrator for the First Calvary Learning Hub New Haven, CT 2015-2020
Milford board of Education- Substitute & Coaching Milford, CT
1992-2014 Davis Street Inter-District Magnet School New Haven, CT *Principal*
1990-1992 Wexler Elementary School New Haven, CT *Principal*
1986-1990 Truman Street School New Haven, CT *Assistant Principal*
1980-1986 Jackie Robinson Middle School New Haven, CT *Special Education Coordinator*
1976-1980 Welch-Annex School New Haven, CT *Special Education Coordinator*
1968-1976 Woolsey School New Haven, CT *Special Education Master Teacher*

EDUCATION

1978-1981 Southern CT State University New Haven, CT *Sixth Year, Administration*
1968-1970 Southern CT State University New Haven, CT *M.S., Special Education*
1959-1963 Tennessee State University Nashville, TN *B.S. Business Administration*

PROFESSIONAL ACTIVITIES, AWARDS & HONORS

- Teachers College, Principal Academy, Columbia University: Mentor & Coach (2005-Present)
- Growing from Good to Great Steering Committee (2005-Present)
- New Haven Public Schools Leadership Book Study Group (2004-Present)
- Connecticut Association of Schools' Mentor (2002-Present)
- Association for Supervision & Curriculum Development
- Supervisors & Administrators' Association
- Superintendent's Task Force
- Certificate of Achievement-Principals' Academy, Yale Child Study Center (2002)
- National Distinguished Principal Award- Connecticut Association of Schools (2001 Finalist)
- Board of Directors of the Neighborhood Music School (2000-2001)
- Executive Committee of the Northeastern Conference of Seventh-day Adventist
- Leadership Academy Conference-Activity #093-99-024-003 (2000)
- Back to School Administrator's Conference-Activity #093-99-070-025 (2000)
- Back to School Administrator's Conference-Activity #093-99-070-026 (2000)
- Elementary Schools Exemplary Award-Reading Recovery (2000)
- Harris & Tucker's Kids' TV (2000)
- Patrick Francis Daly Memorial Award for Excellence in Educational Leadership (1998)
- Youth Continuum Award (1990-1998)
- Leadership Development Program Certificate of Achievement (1997)
- School Service Award, Jackie Robinson (1996)
- Achievement Award for Outstanding Participation in the Super School Development Program 1990
- T.A.P.S. Award for Distinguished School Service (1988)
- Mudsy Award (*In recognition of significant accomplishments in Raising Up Academically & Socially at Truman Elementary School*) (1987)

WORKSHOPS

- *Effective Teaching Strategies*, Robert Marzano (2005)
- *Professional Learning Communities at Work*, Richard DuFour (2005)
- *Accountability for Learning*, Doug Reeves (2005)
- School Development Program on *Leadership* (2005)
 - *Working on the Work*, Phillip Schlechty (2005)

Genice T Nelson, DNP, MSN, APRN, ANP-BC Resume

PERSONAL INFORMATION:

Home Address	Business Address	Telephone Number
51 Orchard Street Meriden, CT 06450	263 Farmington Ave, MC 1163 Farmington, CT 06030	(475) 201-5042 Cell (860) 679-5422 Work Email:dr.genicenelson@gmail.com

EDUCATION:

Doctorate:	University of Connecticut Doctor of Nursing Practice (DNP)
Masters:	Yale University Masters of Science in Nursing (MSN) Second Honors
Bachelors:	University of North Florida Bachelors of Science in Nursing (BSN) Suma Cum Laude

EXPERIENCE:

UConn Health 11/2018-Present

Program Director, Nursing Director

Organizational Summary: UConn Health in Farmington, CT is a 274-bed highly specialized tertiary inpatient, outpatient, and primary care academic medical center.

Responsibilities: **Nursing Director**

Objective: Over 30 years' experience as a professional nurse with the last 18 years as an advanced practice registered nurse. Ability to direct complex projects from conception to fully operational status. Goal-oriented individual with strong transformational and situational leadership abilities. Organized, highly motivated, and detail-directed problem solver. Proven ability to work in unison with staff, volunteers, and patients. First-rate advanced practice registered nurse who is passionate about the potential and impact of nursing. Innovative educator devoted to nursing education and learning. Career-development mentor and counselor. Accomplished professional with comprehensive blend of hands on professional and academic nursing experiences.

Clinical Expertise: Adult Healthcare Issues, Sickle Cell Disease, Diabetes, Bleeding Disorders, Nursing Practice, Nursing Education

Research Interests: Acute and Chronic Pain, Sickle Cell disease, Chronic Illnesses, Performance Improvement, Global Health, and Health Disparities

Professional Goal: Mentor, coach, and guide individuals to provide global high quality and appropriate healthcare, supported by research and evidenced based practices

Skills:

- Research
- Planning
- Teamwork
- Goal Setting

- Creativity
- Strategic Planning
- Knowledge of EPIC, Sunrise, clinical AllScripts, Centricity, and Logician
- Knowledge of computerized charting, computerized medication administration with computerized prescription writing and utilization of Imprivata ID
- Knowledge and utilization of adult learning principles
- Computer applications (PC/Windows) Microsoft Office-Word, Power Point, and Excel

Licences/Certifications:

<u>Type</u>	<u>Agency</u>	<u>Expiration Date</u>
Registered Nurse	State of Texas	Present
Registered Nurse	State of Connecticut	January 2022
Registered Nurse	State of Florida	Present
Advanced Practice RN	State of Texas	Present
Advanced Practice RN	State of Connecticut	January 2022
ACLS	American Heart Association	2022
BLS	American Heart Association	2019
ANCC, Adult	American Nurses Credentialing Center	July 2024
Hemoglobinopathy	Hospital for Special Care	September 2007
Counselor	Yale New Haven Hospital	May 2009
Six Sigma Certification	Drug Enforcement Agency	October 2022
DEA		

Education

Year Awarded	Degree	Institution, city, state	Major
2017	DNP	University of Connecticut, Storrs, Connecticut Yale University, New Haven, Connecticut	Nursing
2003	MSN		Nursing
2001	BSN	University of North Florida, Jacksonville, Florida Florida Community College of Jacksonville, Jacksonville, Florida	Nursing
1999	AA	Florida Community College of Jacksonville, Jacksonville, Florida	Liberal Arts
1999	AS	Florida Community College of Jacksonville, Jacksonville, Florida	Nursing

Employment/Professional Experience: (reverse chronological order)

Dates	Title	Institution	City, State
11/09/2018-present	Program/Nursing Director	UConn Health NESCI/CBDJDH Psychiatric Outpatient	Farmington, CT

- Provides direct supervision of all medical/nursing staff

- Promotes health integration with an emphasis on wellness and prevention with timely access to quality healthcare
- Monitors pharmacy and nutritional services as well as other applicable consultant medical services
- Interprets and implements all applicable medical/nursing regulatory standards
- Revises and updates medical/nursing policy and procedures as needed
- Provides and manages orientation/training to nurses and advanced practice registered nurses upon hire and as it relates to new and revised policies and regulations
- Coordinate and participate in internal and external audits from regulatory bodies
- Promotes practice standards based on best evidence and nursing/medical research
- Provides leadership and guidance for development and implementation of nursing research and quality improvement projects
- Developed team communications and information improvement of implementation of care
- Cultivated and nurtured community relationships to strengthen advocacy and promote awareness
- Established and maintains productive working relationships with staff to resolve operational difficulties and to promote interdisciplinary, collaborative approach to customer service provision
- Improved patient health outcomes by creating programs to provide early access to newly available medications once pharmacy has access to make available to customers
- Developed and provide structure to improve processes of workflow improving staff and patient satisfaction

Dates	Title	Institution	
01/04/2018-09/2018	Adjunct Clinical Instructor	University Texas at Arlington College of Nursing and Health Innovation	Arlington, TX

- Accomplished and eclectic nursing professional with extensive proven management skills
- Leveraged wide-ranging experiences for progressive leadership and experience in nursing practice, education, and research to promote nursing as a professional career.
- Provided didactic educational experiences for students.

Dates	Title	Institution	City, State
08/17/201510/19/2018	Advanced Practice RN	UT Southwestern Medical Center Adult Sickle Cell Disease Program	Dallas, TX 75390

- Provides an ongoing expert level of medical care which includes assessment, treatment, and diagnosis to individuals/families with sickle cell disease who demonstrate varying levels of health and vulnerability.
- Developed and implemented an outpatient infusion program to address acute pain episodes of the individual with sickle vaso-occlusive pain crisis which includes physical assessments and additional treatments as indicated.
- Developed clinic management practices and supports clinic medical directors in meeting goals and performance metrics; including patient access, clinic flow, patient, and staff satisfaction.

- Developed and established priorities of care while considering the impact of the individual/family in creation of a healthcare plan of management.
- Anticipates, recognizes, and interprets dynamic changes in the individual/family situations and needs across the continuum.
- Created and instituted educational materials for patients, families, and the community.
- Develops, participates, and promotes community outreach events that supplement awareness and community advocacy support.
- Assures privacy and dignity of the individual and their family with respect to treatments and psychosocial issues that may become privy to the care provider.
- Advocates the perspective of the individual clearly and effectively; empowers the individual to speak or represent themselves in an effective manner.
- Developed and leveraged resources to facilitate improved patient outcomes and program services: with other clinic and ancillary services to ensure higher quality care.

Dates	Title	Institution	City, State
10/2012- 06/25/2015	Advanced Practice RN	University of Connecticut Health Center, Adult Sickle Cell Program	Farmington, CT

- Provided an ongoing expert level of medical care which included assessment, treatment, and diagnosis to individuals/families with sickle cell disease who demonstrate varying levels of health and vulnerability.
- Developed and implemented an outpatient infusion program to address acute pain episodes of the individual with sickle vaso-occlusive pain crisis which includes physical assessments and additional treatments as indicated.
- Developed clinic management practices and supports clinic medical directors in meeting goals and performance metrics; including patient access, clinic flow, patient, and staff satisfaction.
- Developed and established priorities of care while considering the impact of the individual/family in creation of a healthcare plan of management.
- Anticipated, recognized, and interpreted dynamic changes in the individual/family situations and needs across the continuum.
- Created and instituted educational materials for patients, families, and the community.
- Developed, participated, and promoted community outreach events that supplemented sickle cell awareness and enhanced community advocacy and support.
- Assured privacy and dignity of the individual and their family with respect to treatments and psychosocial issues that may become privy to healthcare providers and ancillary staff.
- Advocated the perspective of the individual clearly and effectively; empowered the individual to speak or represent themselves in an effective manner.
- Developed and leveraged resources to facilitate improved patient outcomes and program services: with other clinic and ancillary services to ensure higher quality care.
- Lead and managed the care team to guide the care of patients and the coordination of the program.
- Oversaw optimization of space utilization and facility development for new outpatient clinic and infusion program.
- Designed and translated into clinical practice new procedures which directly impacted and decreased venous access device infections.

- Organized and trained staff as appropriate which lead to the creation of an independent sickle cell infusion and outpatient care program.

Dates	Title	Institution	City, State
09/2011-02/2012	Off Shift Nurse Leader	Yale New Haven Hospital	New Haven, CT

- Responsible for coordination of leadership & educational resources to support the core process of nursing practice on the off-shift and weekends.
- Collaborated with all nursing leadership roles to ensure all nursing practices are consistent with the hospital policies and procedures.
- Build relationships and communication strategies within and across service lines.
- Managed problem solving issues and conflict resolutions for patients, staff, and visitors.
- Served as a link integrating relevant research, best practice and clinical delivery processes throughout all patient care areas.

Dates	Title	Institution	City, State
11/2006-09/2011	Advanced Practice RN	Yale New Haven Hospital, Adult Sickle Cell Disease Program	New Haven, CT

- Provided an ongoing expert level of medical care which included assessment, treatment, and diagnosis to individuals/families with sickle cell disease who demonstrate varying levels of health and vulnerability.
- Developed, implemented, and managed a comprehensive chronic illness program for the management of sickle cell disease. This encompassed the development of a robust outpatient clinic program for chronic and acute care issues, management of the acutely ill patient, and the development of an infusion program.
- Addressed acute pain episodes of the individual with sickle vaso-occlusive pain crisis which includes physical assessments and additional treatments as indicated.
- Developed clinic management practices and supported clinic medical directors in meeting goals and performance metrics; including patient access, clinic flow, patient, and staff satisfaction.
- Developed and established priorities of care while considering the impact of the individual/family in creation of a healthcare plan of management.
- Anticipated, recognized, and interpreted dynamic changes in the individual/family situations and needs across the continuum.
- Created and instituted educational materials for patients, families, and the community.
- Developed, participated, and promoted community outreach events that supplemented sickle cell awareness and enhanced community advocacy and support.
- Assured privacy and dignity of the individual and their family with respect to treatments and psychosocial issues that may become privy to healthcare providers and ancillary staff.
- Advocated the perspective of the individual clearly and effectively; empowered the individual to speak or represent themselves in an effective manner.
- Developed and leveraged resources to facilitate improved patient outcomes and program services: with other clinic and ancillary services to ensure higher quality care.
- Lead and managed the care team to guide the care of patients and the coordination of the program.
- Contributed to JACHO accreditation and Magnet designation requirements.

Dates	Title	Institution	City, State
08/2004-9/2006	Advanced Practice RN	The Apt Foundation-Central Medical Unit	New Haven, CT

- Highly skilled career professional Adult Nurse Practitioner in primary care environments.
- Well established in primary care settings with acute and chronically ill patients. Patient support services included physical assessments, counseling, education regarding medications and treatments, laboratory testing, documentation of substance abuse issues with illegal substances and alcohol.
- Proficient and timely with documentation/record maintenance/paperwork and ensured accuracy and patient confidentiality.
- Manage referrals/consultations and laboratory results within a timely manner to ensure continuity of patient care.
- Created and managed Diabetes management program for minority women with focus on medical nutrition and exercise

Dates	Title	Institution	City, State
09/2004-8/2010	Adjunct Clinical Instructor	Gateway Community College	New Haven, CT

Accomplished and eclectic nursing professional with extensive proven management skills, aspiring to leverage wide-ranging experiences for progressive leadership which utilize my skills and experience in nursing practice, education, and research to the next phase continuing a rewarding nursing career.

- Participated in the education of nursing students at the entry level of nursing through their senior level of nursing in patient care and the skills required to practice nursing safely.
- Provided nursing students environments, exercises, and experiences conducive to critical thinking skills, in the hospital clinical setting.
- Developed and implemented adult learning protocols for it to enhance learning and critical thinking skills.
- Successfully mentored students, and informally counseled academic advice that chose nursing science as a career.
- Focused on the process of information acquisition, analysis, and synthesis in order to implement evidence-based nursing practice.

Dates	Title	Institution	City, State
12/2002-12/2006	Supervisor/Staff	Alliance Staffing	Cheshire, CT

- Provided quality primary or team nursing care for medical, surgical, of psychological patients in various healthcare settings.
- Supervised registered and licensed practical nurses, certified nurses' aides and other ancillary staff.
- Administered medications and treatments as directed.
- Daily assignments changed in relation to facility census and staffing needs.
- Skilled in multi-tasking: able to manage and prioritize needs of ill patients, maintain safe delivery of superior patient care

Dates	Title	Institution	City, State
01/2000-08/2001	Clinical Nurse I	Memorial Medical Center	Jacksonville, FL

- Coordinated nursing care for the emergently ill patients.
- Cared for patients with varying degrees and severity of illness including, myocardial infarction, trauma, drug overdose, and cardiac/respiratory arrest.
- Provided emergency medical care to patients, which included triage/assessment for medical treatment.
- Performed venipuncture, insertion of intravenous apparatus, administration of oral, intravenous, and subcutaneous medications, blood and blood products, emergency medications, assisted physician with medical and minor surgical procedures, cardiac monitoring, splinting and patient education as appropriate.
- Skilled in multitasking: able to manage and prioritize needs of critically ill patients, maintain safe delivery of superior patient care
- Daily assignments changed in relation to facility census and staffing needs.

Dates	Title	Institution	City, State
01/2000-08/2001	Staff Relief Nurse	Universal Healthcare Staffing	Jacksonville, FL

- Provided quality primary or team nursing care for medical and/or surgical patients in a variety of healthcare settings.
- Performed venipuncture, insertion of intravenous apparatus, administration of oral, intravenous, and subcutaneous medications, blood and blood products, emergency medications, assisted physician with medical and minor surgical procedures, cardiac monitoring, splinting and patient education as appropriate.
- Worked hand in hand with registered and licensed practical nurses, certified nurse aides, and other ancillary staff.
- Skilled in multitasking: manage and prioritize needs of critically ill patients, maintain safe delivery of superior patient care.
- Assignments changed with hospital census and facility staffing needs.

Dates	Title	Institution	City, State
06/1999-06/2001	Interim Director of Nurses	The Atrium at Regency	Jacksonville, FL

- Responsible 24/7 for the overall supervision and management of all skilled and unskilled staff of the facility.
- Ensured compliance to standards required by regulatory agencies.
- Supervised all aspects of patient care including, coordination of patient care from admission to the facility through the discharge process of said patient.
- Monitored the infection control episodes, accidents/incidents, wound care, and restraint issues for the units and the facility.
- Responsible for reimbursement issues, medical data sheets (MDS), performance improvement issues, responsible for staff scheduling, and other staff issues.
- Monitored patient and family satisfaction.
- Developed employee engagement strategies to promote employee Managed conflict resolutions issues with staff, and patients.

- Engaged in community outreach activities which enhanced patient/family relationships in the area.

Scholarships/Honors and Awards: Year, institution/agency/organization

1997-1999	Florida Community College of Jacksonville, Presidents' List
2000-2001	University of North Florida, Presidents' List
2001	University of North Florida, Graduated Summa cum Laude
2003	Yale University School of Nursing, Graduated Magna cum Laude
2008	VNA (Visiting Nurses Association) of Southern CT /Yale New Haven Hospital Nightingale Award for Excellence in Nursing
2011	Sickle Cell Disease Association of Southern Connecticut Leadership Award
2012	State of CT African American Affairs Commission-Woman of the Year
2014	Greater New Haven NAACP Health Award
2014	National Sickle Cell Disease Association of America, Iconic Woman Award
2016	SCDAA Southern Connecticut, Sojourner Truth Award

Publications: Refereed Journal Articles and Research Monographs (* denotes data-based)

***Nelson**, Genice T. (2017) Sickle cell pain management during the first 24 hours of inpatient care compared to the national heart lung and blood institute clinical practice guidelines for the emergency department: A quality improvement project. University of Connecticut School of Nursing

Nelson, Genice T. (2003) Barriers to recommended medical nutrition therapy in black women who volunteer for a program of diabetes care and education. Yale University School of Nursing

Presentations: Papers and Posters (Refereed) (*denotes data-based)

Nelson, Genice T. (2017) Sickle cell pain management during the first 24 hours of inpatient care compared to the national heart lung and blood institute clinical practice guidelines for the emergency department: A quality improvement project. Athena Research Conference

Nelson, G.T., Odesina, V.O., Ogundeji, O.O., and Ejiwale, J.O., (2009) Local and international partnership to improve sickle cell disease in osun state nigeria: case report #1 avascular necrosis. Sickle Cell Disease Research and Educational Symposium, Fort Lauderdale, FL.

Nelson, G.T., Odesina, V.O., Ogundeji, O.O., and Ejiwale, J.O., (2009) Local and international partnership to improve sickle cell disease in osun state nigeria: case report #2 leg ulcers. Sickle Cell Disease Research and Educational Symposium, Fort Lauderdale, FL.

Nelson, G.T., Odesina, V.O., Ogundeji, O.O., and Ejiwale, J.O., (2009) Local and international partnership to improve sickle cell disease in osun state nigeria: case report #1 avascular necrosis. Patient Safety and Clinical Quality Conference: Yale New Haven Hospital, New Haven, CT.

Nelson, G.T., Odesina, V.O., Ogundeji, O.O., and Ejiwale, J.O., (2009) Local and international partnership to improve sickle cell disease in osun state nigeria: case report #2 leg ulcers. Patient Safety and Clinical Quality Conference: Yale New Haven Hospital, New Haven, CT.

Nelson, G.T., and Solomon, L., (2008) Management of sickle cell patients with vaso-occlusive crisis in a busy urban emergency department: a preliminary assessment of the impact of a

specialized order set. Sickle Cell Disease Research and Educational Symposium, Fort Lauderdale, FL.

Presentations: Invited - most recent first

Nelson, G.T. (4/2018) Sickle Cell Disease: 101. Nursing Residency Training Program- UT Southwestern Medical Center. Podium Presentation

Nelson, G.T. (1/2018) Sickle Cell Disease: 101. Hospital Nursing Inpatient Units and Emergency Department Nurses- UT Southwestern Medical Center. Podium Presentation

Nelson, G.T. (10/2017) Compassion Fatigue. National Sickle Cell Disease Association of America, 45th Annual National Convention and Conference: Nursing Symposium-Atlanta, GA. Podium Presentation.

Nelson, G.T. (10/2017) Sickle Cell Pain Management During the First 24 Hours of Inpatient Care Compared to the National Heart Lung and Blood Institute Clinical Practice Guidelines for the Emergency Department: A Quality Improvement Project. National Sickle Cell Disease Association of America, 45th Annual National Convention and Conference: Atlanta, GA. Podium Presentation.

Nelson, G.T. (9/2017) Nursing Burnout. Sickle Cell Disease Educational Speaker Series 3rd Annual Program: UT Southwestern Medical Center. Dallas, TX. Podium Presentation.

Nelson, G.T. (9/2017) Sickle Cell Pain Management During the First 24 Hours of Inpatient Care Compared to the National Heart Lung and Blood Institute Clinical Practice Guidelines for the Emergency Department: A Quality Improvement Project. Sickle Cell Disease Educational Speaker Series 3rd Annual Program: UT Southwestern Medical Center. Dallas, TX. Podium Presentation.

Nelson, G.T. (10/2016) Nursing Perspectives-Challenges and Opportunities with Care: Pain Management-Addiction vs Dependence. National Sickle Cell Disease Association of America, 44th Annual National Convention and Conference: Nursing Symposium-Baltimore, MD. Podium Presentation.

Nelson, G.T. (9/2016) Challenges and Opportunities with Care: Pain Management-Addiction vs Dependence. Sickle Cell Disease Educational Speaker Series 2nd Annual Program: UT Southwestern Medical Center. Dallas, TX. Podium Presentation.

Nelson, G.T. (9/2015) Nursing Care for the Adult with Sickle Cell Disease. Sickle Cell Disease Educational Speaker Series 1st Annual Program: UT Southwestern Medical Center. Dallas, TX. Podium Presentation.

Nelson, G.T. (6/2015) What Everyone Should Know about Diabetes, Hypertension, and Sickle Cell Disease: 101. Janis Spurlock Conference: West Haven, CT. Podium Presentation

Nelson, G.T. (4/2014) A Fast-Track Nurse-Initiated Emergency Department Algorithm For Sickle Cell Pain Results In Fewer Hospital Admissions and Decreased Length of Stay. New England Regional Symposium, Mystic CT. Podium Presentation.

Nelson, G.T. (09/2013) Nursing Perspectives: Opioid Dependence vs. Opioid Tolerance. National Sickle Cell Disease Association of America, 41th Annual National Convention and Conference: Nursing Symposium-Baltimore, MD. Podium Presentation.

Nelson, G.T. (9/2013) A Fast-Track Nurse-Initiated Emergency Department Algorithm For Sickle Cell Pain Results In Fewer Hospital Admissions and Decreased Length of Stay. National

Sickle Cell Disease Association of America, 41th Annual National Convention and Conference: Baltimore, MD. Podium Presentation.

Nelson, G.T. (4/2010) Sickle Cell Disease: 101. Connecticut's Medical Assistant Convention. Cromwell, CT. Podium Presentation.

Nelson, G.T. (3/2010) Sickle Cell Disease: 101. Connecticut's African American Women's Summit. New Haven, CT. Podium Presentation.

Nelson, G.T. (2/2010) Sickle Cell Disease: 101. Nursing Grand Rounds; Lawrence and Memorial Hospital (L & M). New London, CT. Podium Presentation.

Nelson, G.T. (12/2009) The Care of Adults and Children Living with Sickle Cell Disease. Faith Foundation of Osun State Osegbo. Nigeria. Podium Presentation.

Nelson, G.T. (11/2009) The Care of Adults and Children Living with Sickle Cell Disease. Brotherhood Leadership Summit, New Haven, CT. Podium Presentation.

Nelson, G.T. (09/2009) The Care of Adults and Children Living with Sickle Cell Disease. Brown University, Providence, Rhode Island. Podium Presentation.

Nelson, G.T. (09/2009) The Many Faces of Sickle Cell: SCOPE (Sickle Cell Outreach Prevention Education Project). National Sickle Cell Disease Association of America, 37th Annual National Convention and Conference: Orlando, FL. Podium Presentation.

Nelson, G.T. (09/2009) The Care of Adults and Children Living with Sickle Cell Disease. Radio Talk Show Broadcast WDJZ, Bridgeport, CT.

Nelson, G.T. (08/2009) The Care of Adults and Children Living with Sickle Cell Disease. "Our Lives" Channel 12 News, Norwalk, CT.

Nelson, G.T. (06/2009) Diabetes Care and Management. Lawrence Memorial Hospital, New London, CT. Podium Presentation.

Nelson, G.T. (05/2009) The Care of Adults and Children Living with Sickle Cell Disease. Hemoglobinopathy Training Course Instructor, Hospital for Special Care, New Britain, CT. Podium Presentation.

Nelson, G.T. (04/2009) The Care of Adults and Children Living with Sickle Cell Disease. Lawrence Memorial Hospital, New London, CT. Podium Presentation.

Nelson, G.T. (02/2009) The Care of Adults and Children Living with Sickle Cell Disease. Community Baptist Church, New Haven, CT. Podium Presentation.

Nelson, G.T. (10/2008) The Care of Adults and Children Living with Sickle Cell Disease. Islamic Mosque of Hamden Connecticut, Hamden CT. Podium Presentation.

Nelson, G.T. (09/2008) The Care of Adults and Children Living with Sickle Cell Disease. Xi Omicron Chapter of Alpha Kappa Alpha Sorority, Inc. New Haven. Podium Presentation.

Nelson, G.T. (05/2008) The Care of Adults and Children Living with Sickle Cell Disease. Nursing Grand Rounds; Yale New Haven Hospital, New Haven. CT. Podium Presentation.

Nelson, G.T. (05/2008) What African American Women Should Know about Diabetes and Hypertension. Connecticut State Missionary Baptist Convention. Trumbull, CT.

Nelson, G.T. (04/2008) The Care of Adults and Children Living with Sickle Cell Disease. Hospital for Special Care. New Britain, CT. Podium Presentation.

Nelson, G.T. (03/2008) Sickle Cell Disease Workshop, African Women Summit, New Haven, CT. Podium Presentation.

Nelson, G.T. (11/2007) What is Sickle Cell Disease Past to Present. “Team Tour” National Sickle Cell Disease Association of America, New Haven, CT. Podium Presentation

Nelson, G.T. (10/2007) Sickle Cell Disease Workshop, Firebird Society of New Haven, CT. Bridgeport, CT. Podium Presentation.

Professional Service: Professional Organizations

- Global Sickle Cell Alliance Inc., (GLOSCA), New Britain, CT 12-2007-present
- National Black Nurses Association-Southern Connecticut Black Nurses Association Chapter, New Haven, CT, Member 2007-2012
- National Black Nurses Association-Southern Connecticut Black Nurses Association Chapter, New Haven, CT, 3rd Vice President/Member 2009
- National Black Nurses Association-Southern Connecticut Black Nurses Association Chapter, New Haven, CT, President/Member 2011-2012
- National Black Nurses Association, Dallas Metroplex Chapter, 2017-present
- National Sickle Cell Disease Association of America, Inc.: Baltimore, MD Board Member/Board Secretary September 2016-Present
- National Sickle Cell Disease Association of America, Inc.: Baltimore, MD Board Member/Board Secretary September 2011-2014
- North Texas Nurse Practitioners, Dallas, Texas 2016-2018 Full Member
- Sickle Cell Disease Association of America, Southern Connecticut, Inc.: New Haven, CT, Board Member 2007-2013
- Sickle Cell Disease Association of America, Southern Connecticut, Inc.: New Haven, CT, Board Member/Secretary 2004-present
- Sickle Cell Disease Association of America, Southern Connecticut, Inc.: New Haven CT, Medical Advisory Board 2016-present
- Sigma Theta Tau, Lambda Rho Chapter. University of North Florida, Jacksonville, 2001

Professional Service: Consultation

Global Blood Therapeutics; Advanced Practitioner Advisory Board/Content Expert Consultation (fee Paid) 6/14/2018

Professional Service: Community Activities

My Sister’s Keeper, Inc. (MSKI), New Haven, CT; 02/2001-12/2006

New Haven Family Alliance, “We Win Program”, New Haven, CT (Fee Paid) 02/2004-12/2007

Dr. Leroy C. Williams
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Administrative Experience

- Administrator Hamden High School, November 2021- June 2022
- Administrator Hamden Middle School Grade 7, April- June 2021
- Principal Special Assignment, Hillhouse High School, New Haven, CT 2011- 2014
- Principal, Roberto Clemente Leadership Academy, New Haven, CT 1994-2011
- Principal, Riverside Educational Academy , New Haven, CT 1992-1994
- Assistant Principal, Wilbur L. Cross High School, New Haven, CT, 1985
- Administrative Intern, Richard C. Lee High School, New Haven, CT, 1984

Teaching Experience

- Special Education Teacher, Richard C. Lee High School, New Haven, CT, 1978-1985
- Special Education Teacher, Troup Middle School, New Haven, CT, 1976-1978.
- Special Education Aide, Mansfield Training Center, Mansfield, CT, 1975.

Coaching Experience

- Head Football Coach, Richard C. Lee High School, 1978-1985.
- Head Track Coach, Richard C. Lee High School, 1983-1985.
- Assistant Track Coach, Richard C. Lee High School, 1978-1983.
- Assistant Girls' Basketball Coach, Richard C. Lee High School, 1978.
- Assistant Football Coach, James Hillhouse High School, 1976-1977.
- Assistant Track Coach, James Hillhouse High School, 1977.

Education

- Doctorate, May 1994, Teachers College, Columbia University
Major: Education Administration
- Sixth Year, May 1984, Fairfield University, Fairfield, CT
Major: School Administration
- Master of Arts, May 1978, Southern Connecticut State University, New Haven, CT
Major: Reading
- Bachelor of Science, May 1976, University of Connecticut, Storrs, CT
Major: Special Education

Professional Affiliations

- American Federation of School Administrators
- Connecticut Federation of School Administrators
- National Association of Secondary School Principals
- School Administrators Association

Community Affiliations

- Amateur Softball Association, Umpire/President Past
- Connecticut Coaches Association
- Christian Tabernacle Baptist Church, Deacon Chairperson
- Martin Luther King Youth Conference, Co-Chairperson
- NAACP
- New Haven Football Foundation
- Omega Psi Fraternity, Inc., Past President, Past District Representative

Connecticut Interscholastic Athletic Conference (CIAC)

- o Football Committee, 1986 to Present
- o Football Committee, Chairperson 1996 to Present

National Federation of High School Association (NFAS)

- o Member, 1996-Present
- o Football Rules Committee, 2007-Present

Other Affiliations

- o National School Leaders Network, Member 2008
- o Elm City Bowl, Member 1985-Present
- o Ebony Fashion Fair, Past
- o Dixwell Community House, Past

Awards

- Larry McHugh Distinguished Service, 2014
- New Haven Public Schools Service, 2014
- James Hillhouse High School Service, 2014
- New Haven Gridiron Club, Hall of Fame, 1995
- Appreciation, New Haven Teen Pregnancy Prevention Program, 1998
- Elm City Senior Club, Inc, Man of the Year, 1998
- Richard C. Lee High School, Appreciation Coaching Award ,1985
- Richard C. Lee High School, Special Recognition Award, Athletics, 1985
- Christian Tabernacle Baptist Church, Ordination to Deacon, 1992
- So. New England Tuskegee University Alumni Club, Education Award, 2004
- Omega Psi Phi Fraternity, Inc, Unlimited Service Rho Upsilon, 1983
- Omega Psi Phi Fraternity, Inc, Omega Man of The Year, Chi Omicron Chap., 1990
- Omega Psi Phi Fraternity, Inc., Life Member
- Omega Psi Phi Fraternity, Inc., Distinguished Service Supreme Council
- National Business & Professional Clubs, Inc., Man of The Year
- LEAP, Appreciation Award
- Life Member of Omega Psi Phi Fraternity Incorporated

Glen Worthy

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Email: glen.worthy@new-haven.k12.ct.us

Executive Profile

Ambitious highly motivated administrator seeking a higher-level position that allows me to further my professional experiences in the field of academia and services for students. Enthusiastic team-builder, that works well with leaders, teachers, and the community.

EDUCATION~ Superintendent Certification presently Sacred Heart University (April, 2020)

Ed.D., 2014 candidate Walden University

093, 2020, Sacred Heart University, Superintendent Certification

6th Year, 2000, Sacred Heart University, Advance Studies in Educational Leadership

M.S., 1991, University of Bridgeport (Major: School Counseling)

B.S., 1988, Western Connecticut State University (Major: Health Education)

CT PROFESSIONAL CERTIFICATION~

Superintendent Certification 093

Intermediate Administrator or Supervisor 092

School Counselor 068

Professional Experience

March, 2022-present Educational Administrator, Department of Children & Families

- Administers staff and operations of an educational services function;.
- Develops, implements and evaluates educational service policies, goals and objectives to meet educational service needs.
- Designs and develops educational service programs and activities; implements new procedures and procedural revisions pertaining to policies, personnel regulations, expenditures and administrative methods.
- Determines appropriate staffing levels and directs management and coordination of staff.
- Designs and implements performance review standards for educational service staff.
- Prepares and assists in preparation of budget.
- Maintains contacts with department, state, federal and local individuals regarding policy or program activities.

July 2016-March, 2022 Principal, James Hillhouse High School

- Implemented an Instructional Leadership Team
- Implemented a school-wide Professional Learning Communities
- Implemented a Pre-Advanced Placement program for 9th and 10th graders
- Overall Reading Lexile Average scores in 9th grade: 2019 889 to 2020 mid-year 955
- Overall Reading Lexile Average scores in 10th grade: 2019 866 to 2020 mid-year 1006

- Reorganized the Special Education Department to create more efficiency for serving and supporting students.
- Changed the culture of Special Education from a focus on compliance to one of achievement and improved outcomes for students.
- Enhanced the curriculum and academic support for students with disability via researched-based curricula and technology.
- Introduced a culture of collaboration with the Special Education Department.
- Planning and implementing a budget for the school.
- Monitoring academic development and growth of all students.
- Developed teaching schedules and ensured all the teachers abide by.
- Defined and assigned goals and objectives to teachers and students.
- Conducted parents and teachers meetings and discussed policies.
- Met parents having issues with the school policies and solved their concerns.
- Provided a safe, encouraging, and clean learning environment.

July 2014 – June 2016 Principal, Adult Education and Continuing Education

- Implemented and supported the Diploma Plus Model in the Credit Diploma Program.
- Implemented and supported Professional Learning Communities.
- Responsible for a 5 million dollar school budget.
- Supervised and mentored teachers from GED, ESOL, CDP and NEDP.
- Conducted teacher observation.
- Actively engaged in community partners to create a career pathway program.
- Supported in the development and articulation of the school's curriculum, vision & mission.
- Supervised and trained principal-interns.
- Implement the school's curriculum and evaluate its implementation.
- Assignment of daily subs, assists scheduling special events during the school day.

July 2007 – June 2014 Principal, Hill Central School

- Researched and collaborated with school leadership and Central Office to develop a turnaround model in 2010.
- Implemented a shared leadership model which let Hill Central exit turnaround status.
- Collaborated with the Leadership Team in the implementation of SIOP school-wide.
- Responsible for a 1.5 million School Improvement Grant (SIG).
- Implemented and monitored a collaborative school governance system.
- Overall CMT Reading 25.6% increase over the last 5 years.
- Overall CMT Math 13.2% increase over the last 5 years.
- Narrowed achievement gap for ELLs with 67.5% increase in reading in grade 5, 33.4% in 6th, and 13.9% in 8th grade from 2011-2012.
- Distinguished as the only exemplary Building Data Team in the district for 2011-2012.
- Piloted and implemented Reader's Workshop for grades 4 and 5 in 2010-2011.
- Monitored district curriculum implementation.
- Monitored and evaluated instructional practices.
- Utilized data to oversee development of instructional plans.
- Monitored school-wide interventions.

- Monitored and supervised one assistant principal, three teacher leaders, four coaches, and four vertical team leaders.
- Created a PD calendar aligned to the school improvement plan.
- Responsible for the daily operations.

August, 2004- July, 2007 Assistant Principal, Hill Central School

- Supervision of Student Records and Discipline in grades K – 8.
- Supervision and Evaluation of assigned staff grades 7-8.
- Supervision and Evaluation of the Special Education Department.
- Supervision and Evaluation of School Counselor.
- Scheduling Committee.
- Supervision of Data Team Meetings.
- Supervision of CMT Grades 6-8.
- New England Association of Schools and Colleges Committee (NEA&SC).

August, 2001- July, 2004 School Counselor, Roberto Clemente

- Individual and group counseling.
- Consultation with parents, teachers and other educators.
- Referrals to other school support services and community resources.
- Action plan for prevention and intervention services defining the desired student outcome.

August, 2000- July 1999 Assistant Principal, Thomas Edison

- Supervision of Student Records and Discipline in grades 6- 8.
- Supervision and Evaluation of assigned staff grades 6-8.
- Supervision and Evaluation of Physical Education.
- Supervision and Evaluation of School Counselor.
- Scheduling Committee.
- Interviewing committee.
- Supervision of Data Team Meeting.
- Supervision of CMT Grades 3-8.

August, 1998- July, 2000 School Counselor, Wilbur Cross High School

- Individual and group counseling.
- Consultation with parents, teachers and other educators.
- Referrals to other school support services and community resources.
- Action plan for prevention and intervention services defining the desired student outcome.
- Academic plans.
- Career plans.
- Scheduled students for the course.
- Post-secondary planning and application process.

August, 1995- July, 1998 School Counselor, Betsy Ross Arts Magnet

- Individual and group counseling.
- Consultation with parents, teachers and other educators.
- Referrals to other school support services and community resources.
- Action plan for prevention and intervention services defining the desired student outcome.
- Academic plans.

Accomplishments

- Nominated by the Connecticut State Department of Education for the America Achieves Fellowship. Out of thousands of applicants across the country, I was selected. America Achieves is a National non-profit organization that consults with policy makers on school reform.
- Guest lecturer at Southern Connecticut State University, June 5, 2013, on *Creating a Culture of Achievement Through Collaboration and Professional Development*.
- Guest lecturer at Southern Connecticut State University, March, 2013 on *School Budget*
- Presented at the Connecticut Association of Supervision and Curriculum in June of 2012 on *Change, Collaboration, and Coherence for Sustained Reform: Creating an environment for high levels of student achievement*.
- Consulted with Arne Duncan on the RESPECT document during the Education Nation Summit in September 2012.
- February, 2013 consulted with policy makers at the Department of Education in Washington on teacher evaluations.
- February, 2013 consulted with the Memphis School Board regarding integration of two school districts.
- Recognized by the Title I Committee in 2009 and 2011 as principal of the year.
- November, 2012 presented to all of the SIG schools, *Creating a Culture of Achievement Through Collaboration and Professional Development*.
- I am on the education subcommittee for the state of Connecticut Criminal Justice division of the Office of Policy and Management. Juvenile subcommittee is charged to develop a plan concerning the coordination of educational services and programs for children in justice system custody.

Appendix B:

Edmund Cofield Preparatory Academy for Young Men ("The Corporation")

Proposed Draft By-Laws

ARTICLE I The Corporation

Section 1.1. Name and Formation

Edmund Cofield Preparatory Academy for Young Men (EC Prep) is a non-stock, non-profit corporation organized under the laws of the State of Connecticut.

Section 1.2. Purposes

The Corporation is organized and is to be operated exclusively to carry out charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 (the "Code"), as now in effect or as may hereafter be amended including, without limitation:

- (a) To operate a public charter school in the City of New Haven and State of Connecticut (the "School") pursuant to a charter agreement therefore;
- (b) To exercise all rights and powers conferred by the laws of the State of Connecticut upon non-stock corporations, including, but without limitation thereon, to raise funds, to receive gifts, devises, bequests and contributions, in any form, and to use, apply, invest, and reinvest the principal and/or income therefrom or distribute the same for the above purposes; and
- (c) To engage in any other activity that is connected with or in advancement of the foregoing purposes and that is within the definition of charitable and educational for purposes of Section 501(c)(3) of the Code; provided, the powers of the Corporation shall never be inconsistent with the purposes of the Corporation stated above of the Constitution of the United States or the State of Connecticut.

ARTICLE II Offices

Section 2.1. Principal Place of Business

The principal place of business of the Corporation shall be located in the City of New Haven and State of Connecticut. The Corporation may have such other offices, either within or without the State of Connecticut, as the Governing Council (the Council) may determine or as the affairs of the Corporation may require from time to time.

Section 2.2. Registered Office and Registered Agent

The Corporation shall have and continuously maintain in the State of Connecticut a registered office and a registered agent whose office is the Corporation's registered office.

ARTICLE III

Section 3.1 Powers

The business, affairs and property of the Corporation shall be managed and controlled by the Council, and all corporate powers shall be vested in and exercised by the Council, except as otherwise provided by law, the charter filed to create the Corporation, or these By-Laws.

Section 3.2. Responsibilities

The responsibilities of the Council include:

School Oversight - The Council is responsible for complying with EC Prep's charter and other governing documents as described above, including all obligations established by the authorizer, the Connecticut School Board of Education and other applicable laws. This responsibility includes ensuring adequate evaluation and monitoring of school performance so that the school's accountability goals set in the Charter can be achieved.

Leadership - The Council is responsible for selecting, monitoring, evaluating, guiding and replacing the Executive Director of the school and for developing the Executive Director Succession Plan. It helps the Executive Director set personal growth goals and provides mentoring and resources to achieve them.

Fiscal Oversight - The Council approves the budget and reviews the school's financial performance and position. It is responsible for financially managing the school, including budget development and monitoring, establishing fiscal controls, and conducting audits of the school's books and records as required by law and as otherwise prudent.

Financial audit - The Council hires the school's auditor, reviews the annual audit, and, if necessary, adjusts policies and procedures.

Strategic planning - The Council, in conjunction with the Executive Director, develops a strategic plan for the school, monitors its implementation, and ensures required resources are available.

Integrity and Compliance - The Council ensures that the highest standards of ethical conduct are maintained in the school environment and that the school adheres to all rules, regulations, and laws that govern it.

Mediation - The Council is responsible to hear all complaints brought before it as well as appeals brought before it by parents on matters of student discipline, including student expulsion hearings as required by (To Be Finalized).

Representation - The Council members are ambassadors to the community and collectively work to enhance the school's presence and stature in the community and beyond.

Fundraising - The Council assists the school in fundraising, applying for public grants (categorical and discretionary), and private donations from foundations, corporations, and individuals.

School Policies - The Council is responsible for establishing, implementing, and enforcing, or delegating the implementation and/or the enforcement of, school policies. These include:

- § Admissions
- § Curriculum, teaching and learning
- § Employment and other personnel matters
- § Student discipline
- § Special education
- § English language education for English language learners
- § The code of ethics and policies governing self-dealing of trustees, officers and employees
- § Dress code
- § Transportation
- § Student food services
- § Student health services
- § Communication with students' families
- § Communication with governmental and regulatory agencies
- § Public relations and outreach, and
- § Hearing complaints as required by law (to be completed) (the enforcement of which shall not be delegated, notwithstanding the foregoing).

Council Self-Evaluation – The Council is required to conduct collective and individual evaluations on at least an annual basis. Each Council member is to complete three self-evaluation forms:

- One in which the Council member evaluates the performance of the Council as a whole;
- The second in which the Council member evaluates his or her own personal Council performance and involvement; and
- The third in which Council members are asked to evaluate two fellow members.

The self-evaluation tools ask relevant and clear questions regarding the functioning of the Council and the charter school, clarity of roles and responsibilities, shared mission and vision, contributions, engagement, openness, personalities, processes, etc. The Council Development Committee and Executive Director analyze this information annually and use it to manage

Council training and development, to ensure it has the requisite knowledge and skills to meet its obligations.

Section 3.3. Performance of Duties

Each Council Member shall perform all duties of a Council Member, including duties on a Council committee, in good faith and with the degree of diligence, care and skill, including reasonable inquiry, an ordinary prudent person in a like position would use under similar circumstances.

Section 3.4. Number

The number of Council Members constituting the initial Governing Council shall be no fewer than five (5), and never more than fifteen (15). Thereafter the number of Council Members may be changed from time to time by amendment of these By-Laws in compliance with applicable laws, but the School's Council will have a minimum of five members and a maximum of fifteen members.

Section 3.5. Terms of Service

Founding Council members will hold staggered terms as presented in the Charter to the authorizer. Upon completion of each staggered term, each Council Member shall hold office for a term of one (1) year or until earlier, contingent on resignation, removal or death. Terms are renewable once unless a) there are no other applicants or b) the Council votes to extend a Council Member's term. No person who has a conflict of interest prohibited under as defined, and as prohibited under Sections 10-66mm-1 to 10-66mm-7, inclusive, of the Regulations of Connecticut State Agencies may serve. No more than 40% of the persons serving as Council Members at any one time may be officers, directors or employees of a single organization.

Section 3.6. Removal

Any Council Member may be removed for cause by a simple majority vote of the entire Council, but not less than the entire Council, excluding the Council Member who is the subject of the removal action, provided, that at least one week's previous notice of the proposed action has been given to the accused and to each Council Member.

Section 3.7. Resignation

Any Council Member may resign at any time by delivering written notice of his or her resignation to the Corporation. At the election of the Corporation made by Council action, the resignation of a Trustee shall be effective upon such notice or upon a later date that is prior to the date of resignation specified in the notice, notwithstanding a resigning Council Member's specification of a different date in his or her notice. Acceptance of a resignation shall not be necessary to make it effective.

Section 3.8. Methods of Appointment or Election of Trustees

Any newly created Council Member positions and any vacancies on the Council, arising at any time and from any cause, may be filled at any meeting of the Council by an absolute majority of

the Council. In accordance with applicable legal requirements in Connecticut, no vacancies will be filled with a person who has an interest in a for-profit contract, unless one or more of the exemptions listed in Connecticut's Laws apply (to be completed/confirmed). Council Members so elected shall serve for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a Council Member, or in the case of any other vacancy for the term. To the extent required by law, any Council Member that shall fail to attend three (3) consecutive regular meetings without an excuse accepted as satisfactory by the Council may be deemed to have resigned, and the vacancy shall be filled at the Council's election.

Section 3.9. Meetings

Meetings of the Council shall be subject to requirements of the Open Meetings Law, as applicable and as amended from time to time. Regular meetings of the Council will be held at the school facility once the school has taken occupancy of its facility. Until that time, meetings may be held at such time and place as shall from time to time be determined by the Council, but not fewer than the number of times per year required by applicable laws and regulations. The School will hold a meeting of the Council once per calendar month on dates determined by the Council. Two or more Council Members together may call special meetings any time. A majority of the Council Members present, whether or not a quorum is present, may adjourn any meeting to another time and place.

Section 3.10. Public Notice of Meetings

Notice of the time and place of each regular, special or annual meeting of the Council, and, to the extent reasonably possible a written agenda stating all matters upon which action is proposed to be taken, shall be given to each Council Member by the Council Chairperson by personal delivery, facsimile, email, or regular mail, postage prepaid, at least 72 hours before the day on which the meeting is to be held; provided however, that notice of a special meeting shall be given by receipted personal or overnight delivery no fewer than seven (7) days prior to the special meeting date. Council Members calling for a special meeting shall specify in reasonable detail matter(s) to be considered at the special meeting. Notice of a meeting need not be given to any Council Member 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 to him or her. Public notice of meetings shall be given as required by Article 7 of the Public Officers Law. Specifically, the School will post notices in the following media outlets: The Official School's community mailing list, Facebook Page, and the local news outlet. The School will also post notices in the main office of the School, as well as on the school's website. Council Members calling for a special meeting shall be responsible for giving all required public notices of the special meeting.

Section 3.11. Executive Session

Upon a majority vote of the entire Council on a motion which identifies generally the subject to be considered, the Council may meet in executive session in compliance with the requirements

of the Open Meetings Law, as amended from time to time. Parents and non-Council members will be excused from the room during executive session in accordance with applicable laws.

Section 3.12. Videoconferencing and Telephone Conferencing

Videoconferencing may be used to conduct a meeting of the Council in compliance with Connecticut's Open Meetings Law, as amended from time to time. Public notice of a meeting at which a Council Member intends to participate by videoconference shall identify the videoconference locations for the meeting and state that the public has the right to attend the meeting at a videoconference location. Beyond a quorum, other Council Members may participate by telephone conference. The Corporation shall provide an opportunity for the public to hear and participate in the teleconferenced discussion.

3.13. Quorum and Voting

A majority of the Council shall constitute a quorum for the transaction of business or of any specified item of business. Except as otherwise provided by these By-Laws, the vote of a majority of the Council constituting the quorum thereof shall be an act of the Council, except that a vote of three-quarters of the Council Members eligible to vote, if a quorum shall be constituted, shall be required to amend these By-Laws. A Council Member who is also an employee of the Corporation shall not be able to vote in his or her capacity as a Council Member during the pendency of his or her employment.

Section 3.14. Minutes

Minutes taken at all open meetings of the Corporation shall consist of a record or summary of all motions, proposals, resolutions, and any other matter formally voted upon and record the vote thereon. Minutes taken at executive sessions shall include any action that is taken by formal vote and provide a record or summary of the final determination of such action, and the date and vote thereon; provided, however, that such summary need not include any matter which is not required to be made public by the Connecticut State Freedom of Information Law. The minutes of meetings and executive sessions shall be available to the public as required by the Connecticut State Open Meetings Law.

Section 3.15. Committees

The Council may create committees and designate participation from among its members. Committees may include members who have applied for service from the School community, who are not members of the Council, but whose service has been approved by the Council Chair or Vice Chair. Committees will be comprised of a number of members as required by applicable law; provided, the Council shall at all times maintain an Executive Committee, a Finance Committee, an Education Committee, a Compliance Committee and a Council Development Committee. All standing committees will have a minimum of three (3) members, except the Executive Committee with a minimum of five (5) members.

Ø The **Executive Committee**, chaired by the Council Chair, facilitates effective decision-making by the Council. It is responsible for: a) Planning Council meeting agendas; b) Making delegated decisions on behalf of the full Council; and c) Serving as a communication link with other Council members.

Ø The **Finance Committee**, chaired by the Treasurer, collaborates with the Executive Director and contracted accountant, and coordinates financial oversight. It is responsible for developing EC Prep' annual budget in conjunction with the short- and long-term plans. Additional responsibilities include oversight of auditing, facilities and financial management initiatives.

Ø The **Education Committee**, Chair to be determined, ensures the school meets its student achievement accountability goals, monitors performance data & progress towards doing so, upholds the academic quality and credibility of the school as an academic institution and supports the Executive Director in maintaining, promoting and improving the academic standards set forth in the charter. The primary responsibilities of the Education Committee include: a) Advising the Council on the core values and activities of scholarship that define the School's core activities of teaching and learning; b) Recommending to the Council the adoption of academic policies consistent with the School's vision, mission and strategic plan; c) Adopting procedures of Council-approved academic policies; d) Protecting and enhancing the quality of the School's academic programs at all levels; e) Advising the Council on the academic aspects of the overall strategic direction of the School; and f) Working in conjunction with the Executive Director to monitor and advance the quality of all academic activities.

Ø The **Compliance Committee**, Chair to be determined, oversees all academic and programmatic audits of the school and assists the Finance committee in their compliance responsibilities. It ensures that EC Prep is prepared for all audits, and that the school is in ongoing compliance with all applicable laws and regulations, as well as directives from the authorizer. It supports the Executive Director, the Director of Teaching and Learning, and the Director of Operations in ensuring school compliance. The Compliance Committee investigates any complaints made against the school and staff and recommends appropriate action(s) to the full Council.

Ø The **Council Development Committee**, Chair to be determined, collaborates with the Executive Director, writes job descriptions for vacant seats, seeks avenues for member recruitment, and vets candidates for Council service. It analyzes annual self-evaluations and recommends Council development and training content to provide the knowledge and skills required of responsible stewards.

The Council may designate one or more Council Members as alternate members of any committee, who may replace absent or disqualified members at any meeting of the committee. A committee shall appoint its chairperson by action of a majority thereof. Any one or more members of a committee may participate in a meeting of the committee by means of a conference telephone or similar communications equipment by means of which all persons

participating in the meeting can hear each other, provided such meeting and notice thereof comply with applicable requirements of the Open Meetings Law. From time to time a committee may empanel one or more standing or other subcommittees. Committee members shall maintain minutes of each committee meeting and shall file copies of the minutes with the corporate records in compliance with applicable laws.

A committee shall have all the powers delegated by the Council except that no committee shall have the power:

- (a) To change the membership of, or to fill vacancies in, the Council or any committee of the Council,
- (b) To fix the compensation of Council Members for serving on the Council or any committee of the Council if approved,
- (c) To amend or repeal these By-Laws or adopt any new By-Laws,
- (d) To amend or repeal any resolution of the Council which by its terms shall not be so amenable to repeal, or
- (e) To exercise other powers specifically denied the committee by resolution of the Council or by law.

Each committee and each member of each committee shall serve at the pleasure of the Council. A majority of committee members shall constitute a quorum for the transaction of business. Except as otherwise provided by these By-Laws, the vote of a majority of a committee constituting the quorum thereof shall be an act of the committee.

Section 3.16. Compensation

Persons serving as Council Members or members of a committee shall not receive any salary or compensation for their services as Council Members or committee members. A Council Member or committee member shall be entitled to reimbursement for reasonable expenses incurred by him or her in carrying out his or her duties as such.

Section 3.17. Right of Inspection

Subject to restrictions imposed by applicable law on access to or the use or dissemination thereof, every Council Member shall have the right to inspect and copy at his or her expense all books, records and documents of the Corporation and to inspect the physical properties of the Corporation; provided such inspection is conducted at reasonable times upon not less than 10 days' prior written request to the Corporation.

ARTICLE IV OFFICERS

Section 4.1. Number

The "Officers" of the Corporation shall be a Chair, Vice Chair, Secretary and Treasurer, and such other Officers, if any, as the Council may from time to time elect. The same person may hold any two or more offices; provided, no individual may act in more than one capacity where action of two or more Officers is required; and further provided the Secretary may not be the same person

as the Chair. The Council will reserve seats for and include as non voting members a representative of the Teachers, a Parent (usually the President of the Parent Organization) and an *ex-officio* representative of the New Haven Council of Education, or designee thereof.

Section 4.2. Election and Term

All Officers shall be elected by the Council Members from among them and shall hold office for the term of one year or such shorter term as decided by Council action. Each officer shall continue in office until the expiration of his or her term or his or her resignation, removal or death in accordance with Section 4.3 of these By-Laws.

Section 4.3. Resignation or Removal

Any Officer on the Council may be removed, with or without cause, by a majority vote of the entire Council excluding the Officer who is the subject of the removal action. Any Officer may resign at any time by delivering written notice of his or her resignation to the Corporation. At the election of the Corporation made by Council action, the resignation of an Officer shall be effective upon such notice or upon a later date prior to the date of resignation specified in the notice, notwithstanding the specification of a later date in the notice. Acceptance of a resignation shall not be necessary to make it effective. A vacancy in an Office shall be filled for the unexpired term by Council action.

Section 4.4. Chair

The Chair shall have the power to sign alone in the name of the Corporation all contracts authorized by the Council and to execute and deliver other documents and instruments. The Chair also shall be the Chairperson of Governing Council and shall preside at Council meetings in such capacity. The Chair shall also have such other powers and perform such other duties as the Council may from time to time prescribe.

Section 4.5. Vice Chair

The Vice Chair shall, in the absence or disability of the Chair, perform the duties and exercise the powers of the Chair. The Vice Chair shall also have such other powers and perform such other duties as the Council may from time to time prescribe.

Section 4.6. Secretary

The Secretary shall be responsible for the maintenance of an accurate record of all the minutes of all meetings of the Council; be responsible to serve or cause to be served all notices of the Corporation and be custodian of the Corporation's records (other than financial records). The Secretary shall also have such other powers and perform such other duties as the Council may from time to time prescribe.

Section 4.7. Treasurer

The Treasurer shall be responsible for the oversight of all financial matters within the Corporation and the maintenance of accurate financial records of the Corporation and shall be

the custodian of the Corporation's financial records. The Treasurer shall also have such other powers and perform such other duties as the Council may from time to time prescribe.

Section 4.8. Compensation

Persons serving as Officers shall not receive any salary or compensation for their services as Officers. An Officer shall be entitled to reimbursement for reasonable expenses incurred by him or her in carrying out his or her duties as such.

ARTICLE V SELF-DEALING TRANSACTIONS

Section 5.1. Purpose

The purpose of the procedures prescribed in this Article V is to protect the Corporation's best interests when entering into a transaction or arrangement that also might benefit the private interest of a Council Member, Officer or employee of the Corporation or a blood or marital relation of a Council Member, Officer or employee.

Section 5.2. Council's Authority

The Council shall not authorize corporate action, and no committee shall recommend corporate action, except in accordance with procedures set forth herein.

Section 5.3. Employees and Other Agents

The Council may from time to time hire such employees and appoint such agents on such terms as it deems appropriate, in accordance with the Self-dealing requirements laid out in this Section 5.

Section 5.3. Procedures

(a) Duty to Inquire. In its consideration of any action the Council and all committees shall first conduct appropriate inquiry to determine whether the action involves a Self-Dealing Transaction, including determining the nature, scope and details thereof. "Self-Dealing Transaction" means any transaction having the School as one party and one or more of the following among the proposed other parties thereto:

- (i) Council Members, Officers or employees of the School, or blood or marital relations of any of them,
- (ii) An entity in which a Council Member, Officer or employee of the Corporation, or blood or marital relation of any of them, holds an ownership or investment interest,
- (iii) An entity which employs or otherwise compensates a Council Member, Officer or employee of the School, or employs or compensates a blood or marital relation of any of them, and/or

- (iv) Any entity which has as a member of its board of directors or trustees a Council Member, Officer or employee of the School, or a blood or marital relation of any of them. A Council Member involved in an actual or potential Self-Dealing Transaction is referred to herein as an "Involved Council Member." Involved Council Members, and Officers and employees, related to a possible Self-Dealing Transaction being evaluated shall not participate in the inquiry into or the determination of whether the transaction is a Self-Dealing Transaction, but may present to the Council regarding the nature and extent of his or her relationship to the matter being considered.
- (b) Determining Whether a Self-Dealing Transaction Exists. After inquiry in accordance with subparagraph (a) immediately above, the Council shall take action as to whether the transaction is a Self-Dealing Transaction; provided, an Involved Council Member shall not participate in the deliberation of or vote on the issue of whether a transaction is a Self-Dealing Transaction.
- (c) Action on a Self-Dealing Transaction. If the Council determines a transaction being considered is a Self-Dealing Transaction, the Council will exercise due diligence to determine whether the Corporation can arrange an alternative transaction more favorable to the School with reasonable effort. An Involved Council Member shall not participate in this determination. As part of its due diligence, the Council may involve or engage one or more disinterested people to investigate alternative transactions. If the Council decides not to proceed with an alternative transaction, the Council shall determine whether it is in the Corporation's best interests and is fair and reasonable to the Corporation to authorize the Self-Dealing Transaction; provided, an Involved Council Member shall not participate in the deliberation of or vote upon the authorization of a Self-Dealing Transaction.
- (d) Violations. If the Council has reasonable cause to believe that a Council Member, Officer or employee has violated the School's Council Member, Officer and Employee Code of Ethics, it shall conduct further investigation as the Council deems warranted, shall inform the Council Member, Officer or employee of the basis for such belief, and afford him or her an opportunity to explain the alleged failure to disclose. If the Council determines that a violation of the Code of Ethics has been committed, the Council shall take appropriate disciplinary and/or corrective action. A Council Member who is the subject of an investigation or possible disciplinary or corrective action under this subparagraph (d) shall not participate in the deliberation of or vote on such determination or disciplinary or corrective action.
- (e) The Procedures prescribed in subparagraphs (a), (b) and (c) immediately above shall apply to actions of committees of the Council in the same manner and to the same extent as prescribed for Council actions.

Section 5.4. Records of Proceedings

The minutes of the Council and all committees with Council-delegated powers shall contain the names of the persons and entities involved in transactions which are or may be Self-Dealing Transactions, findings of the Council in respect of the scope and nature of those person's and entities' involvement, actions taken in accordance with this Article, the names of the persons present for or who participated in discussions thereof and a summary of the content of such discussions, and a record of votes taken in connection therewith, including the names of those present for and who participated in voting and their respective votes.

ARTICLE VI MISCELLANEOUS

Section 6.1. Interpretation of Charter

In the event of a conflict between these By-Laws and the Charter, the provisions of the Charter shall control.

Section 6.2. Effectiveness of Non-Public Notices

Non-public notices given under these By-Laws shall be deemed effective only upon verified receipt or refusal.

Section 6.3. Directors and Officers Insurance

The Council shall maintain Directors and Officers Insurance coverage at all times.

Section 6.4. Parent Participation in Board Meetings

At each meeting of the Council, time is set aside specifically for parents to address the Governing Council.

END

Appendix C - Code of Ethics

PROPOSED CODE OF ETHICS FOR EDMUND COFIELD PREPARATORY ACADEMY FOR YOUNG MEN OFFICERS, COUNCIL MEMBERS AND EMPLOYEES

The undersigned Officer, Council Member or employee of EDMUND COFIELD PREPARATORY ACADEMY FOR YOUNG MEN shall comply with the Code of Ethics of the School (the Code), as set forth below in this document, during the entirety of his/her tenure on the Governing Council (the Council) or employment with the School:

Provision 1. Officers, Council Members and employees of the School Corporation will conduct or direct the affairs of the School and exercise their powers and responsibilities subject to the limitations of the State of Connecticut Education Law, Connecticut Not-For-Profit Corporation Law, other applicable laws, the School's charter and the Bylaws of the School Corporation, as applicable.

Provision 2. No Officer, Council Member or employee of the School Corporation shall engage in a "Self-Dealing Transaction," except as approved by the Council in accordance with procedures set forth in Article V of the By-Laws of the School Corporation.

Provision 3. In respect of any transaction under consideration by the School or to which the School is already a party, an Officer, Council Member or employee of the School Corporation shall have the obligation to make a "Self-Dealing Disclosure" as defined below, if he or she:

- (i) is or proposes to be, or has a blood or marital relation who is or proposes to be a party to the transaction in conflict of official duties,
- (ii) holds an ownership or investment interest in, or whose blood or marital relation holds an interest in, an entity which is a party to the transaction in conflict of official duties,
- (iii) is employed by or is otherwise compensated by, or whose blood or marital relation is employed or compensated by, an entity which is a party to the transaction in conflict with official duties, and/or
- (iv) is, or whose blood or marital relation is a director, trustee or corporate officer of an entity who is a party to the transaction in conflict with official duties.

A "Self-Dealing Disclosure" is the prompt, full and frank public, written disclosure to his or her immediate supervisor (if applicable) and to the Council of his or her interest (or interest of his or her blood or marital relation), giving rise to the Self-Dealing Disclosure obligation. It is the obligation of every Officer, Council Member and employee to inform him- or herself of matters which may be under consideration by the Council, timely review of publicly available information and making appropriate inquiry of the Council or Executive Director. Disclosure

required under this shall include all relevant and material facts known to the Officer, Council Member and/or employee about the contract or transaction, and shall be set forth in the minutes of the Council.

Provision 4. In addition to the above Provisions of this Code of Ethics, Officers, Council Members and employees of the School Corporation shall avoid at all times engaging in activities that would appear to be unduly influenced by persons who have a special interest in matters under consideration by the Council or relating to the School. Specifically, no officer, Council Member or employee shall:

- Directly or indirectly, solicit any gift, or accept or receive any gift having a value of seventy-five dollars or more, whether in the form of money, service, loan, travel, entertainment, hospitality, thing or promise, or in any other form, under circumstances in which it could reasonably be inferred that the gift was intended to influence him or her, or could reasonably be expected to influence him or her, in the performance of his or her official duties or was intended as a reward for any official action on his or her part;
- Disclose confidential information acquired by him or her in the course of his or her official duties or use such information to further his or her personal interests;
- Receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the School or the Council of which s/he is an officer, member or employee or of any School or Council Committee or entity over which s/he has jurisdiction or to which s/he has the power to appoint any member, officer or employee; or
- Receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before any School or Council Committee or entity, whereby his or her compensation is to be dependent or contingent upon any action by such agency with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered.

Provision 5. An Officer, Council Member or employee cannot have an interest in any for-profit contract with the school. Officers, Council Members or employees who have contracts with not-for-profit entities, such as charter management organizations, partners, and found organizations must disclose these contracts but they are not prohibited.

Provision 6. As a requirement of applicable Connecticut Law (to be finalized upon Charter Receipt) any Officer, Council Member or employee who has, will have, or later acquires an interest in—or whose spouse has, will have, or later acquires an interest in—any actual or proposed contract, purchase agreement, lease agreement or other agreement, including oral agreements, with the School Corporation of which he or she is an officer or employee, shall publicly disclose the nature and extent of such interest in writing to his or her immediate

supervisor and to the governing body thereof as soon as s/he has knowledge of such actual or prospective interest. Such written disclosure shall be made part of and set forth in the minutes of such body.

Provision 7. Officers, Council Members and employees cannot hold investments in conflict with official duties with the exception of holdings where less than five percent of the outstanding stock of the corporation is owned or controlled directly or indirectly by such Officer, Council Member or employee.

Provision 8. Officers, Council Members and employees shall not have private or future employment in conflict with official duties as shall be determined by the Council upon disclosure prior to such employment or upon hire. This includes part-time or concurrent employment prior to hire, as well as part-time or concurrent employment post hire, while engaged upon official duties with the School.

Provision 9. An Officer, Council Member or employee will not actively engage in assisting employees or students find placement with another school or entity without disclosure to and full knowledge of the Council and/or Executive Director, as appropriate.

Provision 10. An Officer, Council Member or employee who violates this Code of Ethics will be subject to corrective or disciplinary action including removal in respect thereof.

Provision 11. Officers, Council Members and employees of **EDMUND COFIELD PREPARATORY ACADEMY FOR YOUNG MEN** will be required to sign a statement acknowledging receipt of and agreeing to comply with the Officer, Council Member and Employee Code of Ethics.

Signature _____

Name of Officer, Council Member or Employee

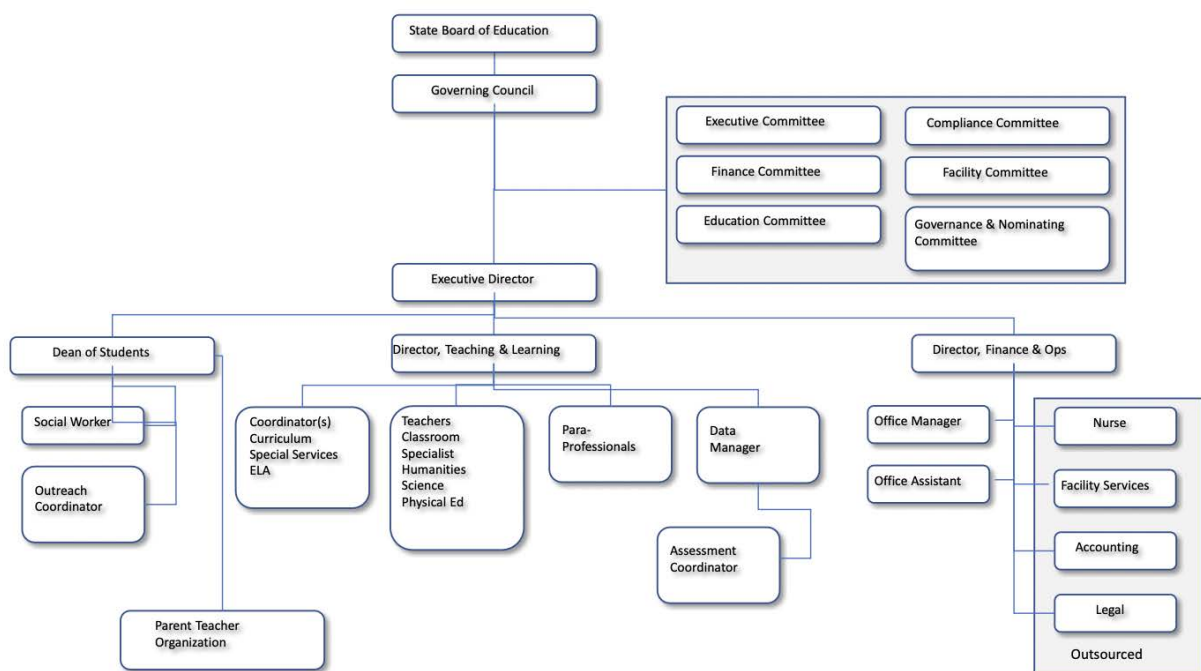
Date signed _____

Date: _____ Council Approval: _____

Appendix D: Personnel Policies and Procedures

1.0 Staff Organization

Edmund Cofield Prep has established an organizational structure that follows the hierarchy and reporting requirements laid out in Figure 1 below.



Although the Employee Handbook will be developed, finalized and approved during the start-up period prior to the hiring of staff for 2024-25, Edmund Cofield Prep has outlined the following guide to our core policies and procedures. In the interest of space for the application, the Executive Director, the Director of Teaching and Learning and the Director of Finance and Operations are collectively referred to as the Leadership Team. The Executive Director and Director of Teaching and Learning are referred to as the Teaching Leadership.

2.0 Employment Policy

Equal Opportunity Employment: Edmund Cofield Prep's policy is to review all qualified applicants without regard to race, color, religion, sex, sexual orientation, gender identity and expression, national origin, ethnicity, age, disability, marital status, military service status, disability or any other protected classification. This policy applies to all aspects of the employment experience, including recruiting, hiring, compensation, promotion, transfer, disciplinary action, layoff, return from layoff, Edmund Cofield Prep-sponsored training, and social and recreational programs. Discrimination is not tolerated.

Americans with Disabilities Act (ADA): This policy will be fully developed during the pre-opening phase. Edmund Cofield Prep complies with the ADA and all applicable state and local laws prohibiting discrimination in employment against qualified individuals with disabilities. Upon receiving a request for accommodation, the Executive Director meets with the

potential/existing employee to identify the precise limitation(s) resulting from the disability and actions that Edmund Cofield Prep can make. Edmund Cofield Prep reserves the right to request more medical documentation (See Table 2.1).

Table 2.1 Edmund Cofield Prep American With Disabilities Act Employment Policies
Qualified individuals with disabilities are treated in a nondiscriminatory manner in the pre-employment process and employees with disabilities are treated in a nondiscriminatory manner in all terms, conditions, and privileges of employment.
Medical examinations are administered to employees when justified by business necessity.
All medical-related information is kept confidential and retained in separate files.
Reasonable accommodation is provided to applicants and employees with disabilities, except where it would create an undue hardship for the school.
Individuals with disabilities are notified that the school provides reasonable accommodation to qualified individuals with disabilities by including this policy in the personnel handbook and by posting the Equal Employment Opportunity Commission's poster on discrimination throughout school premises.

Immigration and Nationality Act: each new employee must complete the Employment Eligibility Verification Form I-9 within three business days of starting employment (**full policy expands on this**).

Background Criminal Check: Edmund Cofield Prep employees are required to successfully clear a background criminal check before their first day of work. This is in accordance with CT requirements which state: “all newly hired employees of school districts must be fingerprinted for state and national criminal history records checks within (30) thirty days from the date such worker begins to perform such service. No candidate shall be fingerprinted without an Applicant Tracking Number they will receive after registering on the Connecticut Criminal History Request System (CCHRS) portal⁸⁷”.

Fingerprinting can be undertaken through a service of the Capitol Region Education Council. If an employee is required to begin work before clearance is received, the employee must have an Emergency Conditional Appointment approved by the Governing Council. In this case, the staff person is regularly supervised to ensure the safety of students. Employees who have never been fingerprinted as educators or school employees in Connecticut must go to an approved facility at the employee's own expense.

3.0 Hiring Procedures

All Edmund Cofield Prep positions are posted publicly and include a job description and minimum requirements and the following wording: “*As an equal opportunity employer.*” All employees are employed “at-will,” and may be terminated with or without cause or notice. No time-based guarantees of employment are made. Edmund Cofield Prep reserves the right to change the school organizational structure and eliminate jobs or job classifications as needed. Edmund Cofield Prep's hiring process has the following steps (**to be fully fleshed out during pre-opening phase**): Submission of Resume and Cover letter, Interview, Demonstration Lesson (for faculty candidates), Checking References, Offering Employment, FBI Clearance and Fingerprinting.

Teacher and Staff Qualifications (see end of document): Selection is based on suitable certification for a specific position, strong academic preparation, professional competence, intellectual rigor, emotional maturity, enthusiastic professional attitude, knowledge of instructional practices, and ability to contribute to furthering our education goals. Edmund

⁸⁷ <https://www.crec.org/fp/>

Cofield Prep complies with all applicable laws and regulations regarding teacher certification and licensure. For non-certified instructional personnel, the Executive Director will consider and evaluate the teacher's experience, references, demonstration lesson, interview and other criteria.

In Connecticut, at least 50%⁸⁸ charter school's teachers must have standard certification. Up to 50% of teachers in a charter school may have alternative certification or temporary certification and be working toward standard certification. At Edmund Cofield Prep, uncertified teachers must have at least three years of classroom teaching experience. Teach for America, tenured or tenure-track college faculty, or teachers with exceptional expertise must have two years of satisfactory experience. Uncertified teachers may not be more than: 50% of the teaching staff or five teachers, whichever is less.

Recruiting effective teachers and staff that align with Edmund Cofield Prep's mission: Our aim is to engage a diverse team of educators, reflective of the community, with a wide range of skill-sets, experiences, cultures, and countries of origin, to serve a diverse population of students in a charter school setting. Edmund Cofield Prep's goal is to establish a broad applicant pool for all available and vacant positions, and diligently seek employees through a variety of means, such as various networks of educators, Governing Council referrals, Southern Connecticut State University and other New Haven Colleges for teacher recruitment fairs, targeted advertisements, and staff referrals as per the Charter.

Diversity is promoted by advertising in targeted media and networking with minority organizations. Job postings will be listed on *idealist.org*, *tieonline.com*, and *ACTFL* or similar websites, and Edmund Cofield Prep leadership will network and communicate with the relevant CT charter school associations and organizations. Successful candidates will meet criteria listed in Job Postings, below.

Staff Qualifications and Licenses: It is the obligation and financial responsibility of each staff member to obtain and maintain relevant certifications, licenses, and other credentials. It is at the sole discretion of the Executive Director to determine whether a candidate is qualified for employment.

Occupational Exposure Policy: This policy will be fully fleshed out during the pre-opening phase.

Employee Termination: This policy will be fully fleshed out during the pre-opening phase. To ensure orderly operations and provide the best possible work environment, Edmund Cofield Prep expects employees to follow rules of conduct that protect the interests and safety of all employees and students. Rather than list all unacceptable forms of behavior, the following list provides examples of infractions that result in disciplinary action, up to and including immediate termination. They do not limit "at will" status:

- Theft, damage or unauthorized removal or possession of school or state property
- Falsification of timekeeping records
- Acts of discrimination
- Sexual or other unlawful or unwelcome harassment
- Possession, distribution, sale, transfer or use of alcohol or illegal drugs while on duty, including operating vehicles or equipment
- Insubordination or other disrespectful conduct
- Gambling on the premises

⁸⁸ <http://www.ecs.org/clearinghouse/CharterSch/4-1-Certified.pdf>

- Safety violations including lack of supervision of students
- Possession of dangerous or unauthorized materials, such as explosives or firearms
- Excessive absenteeism, tardiness or any absence without approval
- Misappropriation of school property
- Disruptive behavior, including fighting or threatening violence in the workplace

4.0 Employee Expectations and Evaluations

This policy will be fully fleshed out during the pre-opening phase.

Professional Expectations: All staff members are expected to be on time for all duties. If an employee is running late the employee must contact the Office Manager, Executive Director or Director of Teaching and Learning (Director of Teaching) before the start of his or her shift. The Director of Finance and Operations is required to document all late arrivals and early departures. If an employee is excessively tardy or consistently leaves early without authorization, he or she will receive a written warning, be placed on thirty-day probation and may have his or her pay docked. Failure to correct can result in termination.

Hours of Operation: The Edmund Cofield Prep building is open each school day from 7am until 6pm. Prior approval must be sought from the Teaching Leadership for special access during other hours and is to be scheduled two (2) weeks in advance so administrative staff can apply for any required permits.

- Employee **work-hours** are from 7:55 AM – 4:50 PM, unless otherwise specified in an employee’s hire memo. Each full-time employee, at a time specified by the school, may take one 50-minute non working lunch break each day.
- The general **work-week** is Monday through Friday, unless otherwise specified in an employee’s hire memo, or unless school leadership determines a change.
- The **work-year** is determined by school leadership and may change at its discretion without notice. Parent engagement nights and special events are mandatory attendance.
- During the **fiscal year**, employees may take up to ten (10) personal or sick days, which will not roll over from one year to the next.

Additional Hours and Work Days: Edmund Cofield Prep may require employees to report to work on days not originally scheduled as a work day if appropriate to advance the school’s educational programs. For example, teachers may be asked to attend presentations or seminars, provide small-group instruction and/or design and execute academic projects outside normal school hours. Any compensation is determined by Edmund Cofield Prep.

Intersession: Edmund Cofield Prep requires all instructional staff to report to work for one week of Intersession. Employees may express their preference about which week to report, but the final decision lies with the Executive Director. There is a \$1,000 stipend for each staff member for working a full week of Intersession. All regular full-time staff members will be encouraged to attend school events occurring outside normal school hours. All regular full-time staff members will be required to attend and assist with trips, parent workshops and parent-teacher conferences. Additionally, all regular full-time staff members will be required to attend up to ten (10) evening or weekend activities beyond the activities listed above.

Professional Evaluation Process: Edmund Cofield Prep’s mission and educational objectives depend on the school successfully fostering an inclusive, international, and mindful culture. This is achieved in large part by hiring the most qualified people available for all instructional, program and other staff positions and giving each one the maximum opportunity to succeed and attain professional growth. Our Novel-based approach, House system, Action Labs and

Real-world experience require planning time so that the concepts fit together, and allow our young men to quest for knowledge at their own speed.

Each member of staff is expected to demonstrate progressive expertise in job performance and knowledge. The Director of Teaching is responsible for the performance evaluation of all instructional and program staff. The Executive Director evaluates the performance of all non-instructional staff. In either case, the Teaching Leadership provides ongoing support and guidance to their respective staff members. Annual performance evaluations are conducted to provide the opportunity to discuss job responsibilities, identify and correct weaknesses, recognize strengths and discuss positive, purposeful approaches for meeting goals. These reviews and evaluations serve as the objective basis from which recommendations for salary adjustments and other personnel decisions are made.

Teaching Staff: Evaluations are conducted by the Director of Teaching through regular classroom visits throughout the year. The visits are conducted for a range of reasons, including observation of student achievement, demonstration or modeling of best practices, assistance with guided instruction, or observation of practice. The visits may not be announced. One to three times a year, each teacher has a formal evaluation planned at least five (5) days in advance. After this the teacher receives a performance evaluation based on the visits and observations of the Director of Teaching.

Non-teaching staff: Each employee establishes performance goals based on the responsibilities and requirements defined for their position with their respective Manager or Director (including the Executive Director). The criteria used to evaluate each position are circulated and based on the school's operating values and the employee's job description. Any criterion can be subject to change at any time without notice. It is expected that members of Edmund Cofield Prep's staff will carry out their responsibilities fully and to the best of their abilities and conduct themselves in a manner that best serves the interests of the young men.

Periodically staff members are invited to discuss their performance with their direct reports, and the results of the formal evaluation are kept in each employee's personnel file. If a staff person's performance does not meet satisfactory standards, the Director of Teaching or Executive Director may take any of the following steps, as appropriate under the circumstances, and which are not progressive in nature.

- Identify areas of weakness, counsel and create an improvement plan to address them within a specified time frame;
- Present a verbal warning, and if the problem(s) continue, present staff with a written warning/letter to file; and/or
- Discharge the staff person.

Criminal Conviction: All employees are required to notify the Director of Teaching within 24 hours of occurrence of any criminal arrest and/or conviction whether it occurred in or out of the workplace.

II. School

II.1 Harassment Policies

Edmund Cofield Prep maintains an environment free from discrimination and harassment, where employees treat each other with respect, dignity and courtesy. Any conduct or comments regarding a person's age, race, color, creed, sex, national origin, sexual orientation, disability, or other protected characteristic that fail to respect the dignity or feelings of an individual is unacceptable. Accordingly, discriminatory conduct or conduct characterized as harassment as

defined below is prohibited. In general, ethnic or racial slurs and other verbal or physical conduct relating to a person's sex, race, color, religion, age, national origin, sexual orientation, disability or other protected characteristic constitute harassment when they unreasonably interfere with a person's work performance or create an intimidating work environment.

Sexual Harassment: Edmund Cofield fully incorporates the federal and state law definitions which include: *Unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment.* The types of conduct prohibited by this policy include, without being limited to:

- Any demand for sexual favors accompanied by a promise of favorable job treatment or a threat concerning the employee's employment or terms and conditions thereof.
- Subtle pressure for sexual favors, including implying or threatening that an applicant's or employee's cooperation of a sexual nature (or refusal thereof) will have any effect on the person's employment or future job opportunities.
- Repeated offensive or unwelcome sexual flirtations and advances; verbal comments, jokes or innuendo of a sexual nature; words or gesture of a sexual nature used to describe a person or depict a situation; or the display of sexually suggestive objects or pictures.

All Other Discrimination and Harassment: No discriminatory conduct by or against Edmund Cofield Prep's employees is tolerated. Any form of harassment is prohibited, including, without being limited to verbal, physical or visual harassment of any kind; all forms of sexual harassment (see above); ethnic slurs; and creating or maintaining an intimidating, hostile or offensive environment. Harassment is prohibited in all relationships at the school including, without being limited to, between staff and between staff and students.

Investigation and Remediation: If an employee believes that he or she has experienced harassment, or believes that he or she has witnessed harassment, that employee should immediately notify the Teaching Leadership or any member of management with whom that employee feels comfortable. The Director of Teaching, Executive Director or designee, not involved in the alleged harassment, promptly investigates all reports. The report will be kept confidential to the extent possible. If the Executive Director is the subject of the complaint, an employee should immediately notify the Governing Council Chair. If harassment is confirmed through an investigation, the Teaching Leadership or Governing Council will take appropriate corrective action, which may, upon their determination include but not be limited to, an official memorandum in the offending employee's personnel file or termination. Documentation of the event, the investigation, and the remediation will be kept for at least three (3) years.

II.2 Whistleblower Policy

This policy will be finalized during the pre-opening phase. Edmund Cofield Prep requires its directors, officers and employees to observe high standards of business and personal ethics, as these relate to the organization and in the conduct of their duties and responsibilities. The matters that should be reported under this policy include suspected fraud, theft, embezzlement, accounting or auditing irregularities, bribery, kickbacks, misuse of school assets or suspected regulatory, compliance, or ethics-related issues, concerns or violations. All employees and representatives of the school are expected to be honest, show integrity in fulfilling

responsibilities and comply with all applicable laws and regulations. This policy is **not** a vehicle for reporting violations of the applicable human resources policies, problems with co-workers or managers, or for reporting issues related to alleged employment discrimination or sexual or any other form of unlawful harassment, all of which are dealt with in accordance with the Employment Manual.

II.3 Alcohol, Smoking, and Drug Policies

This policy will be finalized during the pre-opening phase. Edmund Cofield Prep is committed to ensuring a safe and healthy work environment. Smoking, having or using alcohol or drugs is prohibited throughout the workplace. State Law prohibits smoking in all school buildings including school buses. State Law also prohibits school employees from selling, distributing, attempting to sell or distribute, using or being under the influence of alcohol or any controlled substance while on school property. This policy applies equally to all vendors, contractors, employees, students, and visitors. Edmund Cofield Prep retains the right to search or test to maintain the safety, security, productivity, or quality of the school and its community members; or if such search aids in an investigation of workplace accidents, but only if there is a valid reason to search or test.

II.4 Confidentiality Policies

Employees of Edmund Cofield Prep may not release any privileged information about the school, its students, its activities, or the activities of its personnel except as normally required by their duties or as expressly permitted by the Executive Director. Examples of confidential information include, but are not limited to:

- § Report cards
- § Medical records
- § Residence and contact information
- § Special Education record

Only parents and guardians who have custody of their children and personnel mandated by law can see confidential information pertinent to them. Any applicable law or regulation supersedes a parent or guardian from seeing confidential information (i.e. a restraining order, a court order). No employee shall use, publish or disclose, or authorize anyone else to use, publish, or disclose or in any way cause to be used, published or disclosed any private or proprietary information which such employee may in any way acquire, learn, develop, or create through employment with Edmund Cofield Prep, unless otherwise provided by the Director of Teaching. Any document or other material containing such information must be returned to the Director of Teaching upon an employee's termination or resignation.

If an employee finds it necessary to release privileged information about Edmund Cofield Prep, its students, its activities, or the activities of its personnel except as normally required by their duties or as expressly permitted by the Director of Teaching, that employee first must submit a written request to the Director of Teaching. To be considered, the request must include the information to be released, to whom and why. Failure to secure permission before releasing privileged information can result in disciplinary action, including termination. The obligation for employee confidentiality continues after employment has been terminated.

II.5 Telecommunication Policy

Edmund Cofield Prep provides computer and communication systems to support its business activities. **This policy will be further developed in the pre-startup phase.**

II.6 Employee Files and Employee Record Policy

Edmund Cofield Prep maintains a confidential file on each employee that may include but is not limited to: application materials and resume, letters of hire and acceptance, copies of certificates and licenses, performance evaluations, letters of commendation and/or warning letters regarding job performance, records of all disciplinary actions, a signed code of ethics, and documentation required by state or regulatory agencies.

We are committed to the laws and general principles of employee confidentiality as set forth in the Health Insurance Portability and Accountability Act (HIPAA) regarding the dissemination of private health information of Agency employees. To comply with all rules and regulations, including ADA, Edmund Cofield Prep will keep all medical records and all other necessary documents in a separate, secure file. Employee files are the sole property of the school but can be viewed by the employee upon request and in the presence of the Director of Teaching or Executive Director. We will only release information on school personnel consistent with applicable rules and regulations. When legally mandated to release information on school personnel, we will do so without employee notification. If an employee requests Edmund Cofield Prep to release information to a third party, they must make the request in writing to the Executive Director. The release is at the sole discretion of the Executive Director, unless legally mandated.

II.7 Conflict of Interest Policies

A conflict of interest occurs when any employee, member of the Governing Council, or other person in a position of authority has competing personal or professional interests. All employees are required to sign a conflict-of-interest agreement stating they will not derive any personal profit or gain (excluding salary from the school), directly or indirectly, by reason of participation with Edmund Cofield Prep. Everyone shall disclose to the Director of Teaching or designee any personal interest which he or she may have in any matter related to the school and be recused from any decision on that matter. It is our duty to excuse any staff, Governing Council member, or other interested party from any part of the hiring process when the potential employee in question is a relative of the employee, Trustee, or interested party.

III. Student-Related

III.1 Mandatory Reporting⁸⁹

All staff members are considered mandated reporters and should take the State provided training⁹⁰ under Connecticut General Statutes §17a-101a. Mandated reporters are required to report or cause a report to be made when, in the ordinary course of their employment or profession, they have reasonable cause to suspect or believe that a child under the age of 18 has been abused, neglected or is placed in imminent risk of serious harm. Edmund Cofield Prep requires all staff members who suspect that a child is a victim of child abuse, maltreatment or neglect to immediately bring the matter to the attention of the Director of Teaching before completing all other mandatory reporting requirements. It is the responsibility of every staff member to report any suspected child abuse, maltreatment or neglect orally to the Department of Children and Families' (DCF) Careline or a law enforcement agency within 12 hours of suspecting that a child has been abused or neglected and must submit a written report (DCF-136 form) to DCF within 48 hours of making the oral report. DCF is required to tape record all reports to the Careline. Special reporting requirements may apply for staff members of a public or private institution or facility that cares for such a child, or a public or private school.

⁸⁹ <https://portal.ct.gov/DCF/Mandated-Reporter-Training/Home>

⁹⁰ https://www.proprofs.com/training/course/?title=mrtschoolemployeemay2022_62851239b3e21

Edmund Cofield Prep will also submit a report to the appropriate authorities in accordance with the law. Any staff member's failure to report suspected child abuse, maltreatment or neglect may render Edmund Cofield Prep and the individual employee civilly and/or criminally liable. Reporting suspected child abuse, maltreatment or neglect in good faith will protect the reporting employee and the school from legal liability. Connecticut provides a guide to identifying abuse and neglect⁹¹.

Although Connecticut is clear on how it defines child abuse and maltreatment, Edmund Cofield Prep also requires employees to report suspicion of any serious physical or mental injury (other than by accidental means) or sexual abuse to the Director of Teaching, regardless of the suspected perpetrator. In all situations involving suspected or alleged child abuse or maltreatment, Edmund Cofield Prep will endeavor to act in the best interests of the student and to cooperate with the appropriate authorities.

III.2 Corporal Punishment Policy

Staff members of Edmund Cofield Prep should not touch students, unless safety intervention is necessary to protect a child's physical wellbeing, or the wellbeing of another person. In the event of a classroom emergency in which a child needs to be physically restrained staff members should notify the Director of Teaching or designee. Corporal punishment is prohibited by Connecticut law and by Edmund Cofield Prep, and results in immediate termination. Prohibited actions include: taking away a child's chair and requiring him or her to stand; requiring a child to sit with his or her face to the wall; requiring a child to perform a repetitive physical task such as writing the same phrase over and over; and requiring a child to affix something to his or her body as a symbol of bad behavior, such as tape over his or her mouth. Any employee who becomes aware of an incident of corporal punishment must report that incident immediately to the Director of Teaching.

III.3 Student Medicine Policy

New Haven Public Schools have a very robust approach to health for school children and staff. Their program⁹² will be followed by Edmund Cofield Prep, and our policy will be further developed and fully aligned with the most recent School Nurse policies applicable to us. A parent or guardian requesting that medication be administered to their child during the school day is required to submit the written documents required by Connecticut⁹³ and meet the requirements listed in Table III.1 during school hours to the School Nurse. **This policy will be further delineated during the start-up phase.**

Table III.1 School Requirements to Administer Medication	
1	Letter of request and authorization that contains all information required by New Haven Health Department Nursing Section
2	Written orders for all medications to be given at school, including annual renewals at start of school year
3	Written description by physician/dentist of desired effects and child-specific potential for adverse side effects
4	Prescription for all medications to be administered at school, including medications ordinarily over the counter
5	List of all medications that the student is currently receiving at home and school, if that listing is not a violation of confidentiality or contrary to the request of the parent/guardian or student
6	List of names and telephone numbers of persons to be notified in case of medication emergency in addition to the parent or guardian and licensed person prescribing the medication

⁹¹ <https://portal.ct.gov/DCF/1-DCF/Child-Abuse-and-Neglect-Definitions>

⁹² <https://www.nhps.net/Page/490>

⁹³ <https://www.nhps.net/cms/lib/CT50000447/Centricity/Domain/4/orientation/MEDICATION%20-%20Medication%20Authorization%20Form.docx.pdf>

7	Arrangements for the safe delivery of the medication to and from school in the original labeled container as dispensed by the pharmacist; the medication shall be delivered by a responsible adult
8	Unit dose packaging shall be used whenever possible

Additional policies to be added in the pre-opening phase, not limited to: Substitute and temporary staff; Sick/Personal days; FMLA/Disability/Bereavement leave; and Stipends and Bonuses.

JOB DESCRIPTIONS (may be defined further during the pre-opening phase)

Executive Director (Director)	
The Director reports directly to the Governing Council and is responsible for the effective implementation of policies established by the Governing Council and the Charter and for achieving Accountability Goals. The Director manages the entire staff, makes the final decisions on hiring, budgeting, and resource allocation; collaborates with the Governing Council on planning, development and implementation of long and short-term strategic plans; is on the Finance, Compliance and Education Committees and is represented on others.	
Specific Responsibilities: <ul style="list-style-type: none"> • Co-develops & implements the vision for the school with the Governing Council (creates the strategic plan, sets measurable goals, and identifies a roadmap to execute it, including school programming and partnerships), while supporting and encouraging the school's mission in day-to-day operation. • Maintains communication with the authorizer and liaises between them and the Governing Council. • Is responsible for the success of school programs and ensures school compliance with the charter, Governing Council policies, governmental statutes, the authorizer's local and state regulations and other applicable governmental laws and regulations. • Oversees production and submission of all required reports to the Governing Council and the authorizer. • Fosters collaborative culture among the leadership team. • Builds and maintains a clear succession plan for leadership positions. • Leads all fundraising and development initiatives, including grant writing and management, assigning responsibility as needed. • Administers Curriculum and Data Management System. 	<ul style="list-style-type: none"> • Recruits, hires, and terminates all instructional staff, with Director of Teaching and Learning input. • Works directly with (contracted accounting) after Yr. 3 and Governing Council to ensure financial stability, sound fiscal planning, effective asset management/full compliance with audit requirements. • Responsible for communications & marketing. • Celebrates school vision for public and press; represents the school to parents, community leaders & public. • Builds strong, mutually respectful connection among stakeholders. • Oversees and supports parent outreach & student recruitment, focused on diversity and inclusion. • Works with the Parent Association to engage parents in all aspects of school life and gives them opportunities to provide input. • Monitors all progress through analysis of formal and informal data, sits on committees, designs and participates in school wide PD's. • Seeks out opportunities to balance national and international exposure for students.
<u>Qualifications:</u> 1) Minimum 5 years' experience in elementary school urban education, at least 3 in a leadership role, with work experience and/or formal education in leadership principles and practices; 2) Advanced Degree such as Master (preferably in Educational Leadership), Law, or Business; 3) An understanding of instructional practice, including those related to delivery of instruction in the continuum of programs, dual language, CTE Learning Standards (or equivalent) and development of curriculum and assessment of student performance; 4) Understanding of finance, budgeting, and operations; 5) Exceptional written and verbal communication skills in English, with knowledge of Spanish a plus; 6) A sound understanding of school community cultures and languages; 7) Exceptional interpersonal skills, effective communication and motivational skills, proven ability to manage a team and delegate; 8) A partnership builder - multiple stakeholders from all backgrounds; and 9) Capable, with computer technology, of gathering information and coordinating technical resources for students, teachers and classrooms.	

Subject Area Teachers*

Subject Area teachers execute Edmund Cofield Prep's mission in the classroom, working directly with young men to attain high academic achievement, apply critical thinking skills and ethical standards to learning, and engage in live problem solving through individual teaching and learning practices. Instructional staff show a combination of skills and attributes that align with novel based approach, the House system, the Action Labs and hands-on learning as the Edmund Cofield Prep mission. Priority is given to instructors with relevant experience or programmatic exposure commensurate with specific positions. Each Teacher's primary responsibility is to ensure that their students achieve at high levels academically and socially and acquire a strong academic foundation for achievement in life, career and college.

Specific Responsibilities:

- | | |
|--|--|
| <ul style="list-style-type: none"> Actively engages each young man to achieve high academic standards and provides consistent support no matter how challenging an individual situation is. Maintains individualized student portfolios. Plans learning/individual achievements based on long and short-term goals and program objectives. Uses school support services for young men as needed. Selects and uses effective and inclusive instructional methods and learning materials. Finds innovative and emerging techniques and new forms of delivery and academic opportunities to enrich student experience. Communicates and collaborates with peers, sharing student work, methodologies, and strategies; coordinates lesson topics with other teachers to create a coherent curricular design to meet school goals. | <ul style="list-style-type: none"> Meets regular/ predictable attendance requirements. Manages the classroom and keeps young men on task. Reflects consistently on self and classroom interactions and practices, to improve teaching. Creates personal PD plans and participates in external growth opportunities. Attends, participates and facilitates team meetings and PD opportunities, and common planning times. Engages with parents on positive and negative student interactions [a minimum of two positive contacts (phone, email, or text message) with parents per week] and conducts home visits as needed. Prepares, administers, and analyzes all required student assessments and data. Selects and uses effective and inclusive instructional methods and learning materials. Celebrates international understanding/diversity |
|--|--|

Qualifications: 1) Minimum Bachelor's in subject area to be taught, Master's in Education preferred; 2) Minimum of 2 years teaching experience in an urban public or charter school setting; 3) Proven track-record of high achievement in the classroom and commitment to accountability; 4) Belief in and alignment with Edmund Cofield Prep's core beliefs and educational philosophy; 5) Second language teachers should be Spanish/English bilingual and biliterate; and, 6) **All content area teachers must hold a valid CT professional teaching license or certification, or be eligible for reciprocity.** *The Director can make an exception under the terms of this Policy, in compliance with all applicable laws and regulations. In this case, teachers must have a minimum of 5 years of teaching experience.*

* To be individually tailored for Special Education Instructor, bilingual/monolingual teachers, Academic Intervention Specialists and ESL/EL/ML Specialists, as required.

Appendix E: Outreach

The EC Prep founding team has engaged with the New Haven community repeatedly and in collaboration to develop the concepts for the school that was focused on the young men in the community, yet brought in the hopes and dreams of all stakeholders.

Parents, business owners, organizations and politicians all participate. The evidence pieces include surveys, petitions, and letters of support.



State of Connecticut
GENERAL ASSEMBLY

Edmonds-Cofield Preparatory Academy

We have a crisis in urban public education, particularly here in New Haven. Girls are significantly outperforming boys in all subjects. And boys are turning away from education generally and looking to other places for their sense of identity and belonging. Our students, especially young Black boys, are consistently ranked last in achievement, and first in disciplinary actions.

In response to this crisis, we are planning to create the Edmonds-Cofield Preparatory Academy (ECPA) for young men. The school will be named after Rev. Dr. Curtis Cofield II and Rev. Edwin R. "Doc" Edmonds.

Rev. Edmonds was a champion of the less fortunate and an avid advocate for education, who accumulated over 20,000 books during his lifetime. He began donating the books to a local library two years before his passing.

Rev. Cofield, some referred to as "New Haven's premier civil-rights figure of the mid-20th century" was a long-time leader in the city who was also referred to as a "drum major" for justice, also strongly believed in the power of education and was a member and leader of the Board of Education.

The ECPA will serve boys in grades 5-8. The focus will be on nurturing the intellectual, physical, emotional and spiritual growth of our young men during the middle school year.

We will implement a curriculum that is geared towards male interests, while full of challenging complex topics and characters to stimulate engagement, critical thinking and a sense of identity and belonging.

We will also incorporate hands-on learning experiences and access to real world situations, allowing our young men the space to build the confidence needed to compete for opportunities in a highly competitive global society.

Your signature on this petition confirms the need for educational choice options such as this, focused exclusively on our boys, in order to ensure their development into highly capable and productive young men.


Sincerely,



Martin M. Looney
State Senator, 11th District
Senate President Pro Tempore



Gary Winfield
State Senator, 10th District



Juan Candelaria
State Representative, 95th District



Patricia Dillon
State Representative, 92nd District



Roland Lemar
State Representative, 96th District



Alphonse Paolillo
State Representative, 97th District



Robyn Porter
State Representative, 94th District



Toni Walker
State Representative, 93rd District



Toni N. Harp

71 Edgewood Way – New Haven, CT 06515

tonijewelharp@gmail.com

November 11, 2022

TO WHOM IT MAY CONCERN:

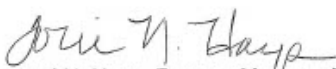
I write this letter to support the development of the Edmonds-Cofield Preparatory Academy for Boys in the City of New Haven, an urban area with test scores among the lowest in Connecticut for Boys in grades five (5) through eight (8). Also, urban Boys lag significantly behind Girls in high school graduation.

Black and Hispanic males (from 2016 to 2020) had low full-time employment rates less than 43 percent (%) of majority males. Greater educational attainment is strongly associated with higher employment rates and greater earnings. It is important that urban Boys' educational needs are addressed early if they are to become positive contributing members of their families and their communities. The worldwide economy is driven by technology and abilities that require strong reading, numeracy, and analytics. Those skills' foundations are developed in the fifth through eighth grades.

Measures must be taken to assure that urban Boys are prepared to compete. The Edmonds-Cofield Preparatory Academy would provide a proven and tested model to prepare urban Boys for a successful high school experience and improved high school graduation rates.

It is for these reasons that I enthusiastically support the development of the Edmonds-Cofield Preparatory Academy for Boys in New Haven, Connecticut.

Sincerely,



Toni N. Harp, Former Mayor – New Haven, CT





NEW HAVEN PUBLIC SCHOOLS

Darnell Goldson

Edmonds-Cofield Preparatory Academy

We have a crisis in urban public education, particularly here in New Haven. Girls are significantly outperforming boys in all subjects. And boys are turning away from education generally and looking to other places for their sense of identity and belonging. Our students, especially young Black boys, are consistently ranked last in achievement, and first in disciplinary actions. In response to this crisis, a group of educators and community leaders are planning to create the Edmonds-Cofield Preparatory Academy (ECPA) for young men. The school will be named after Rev. Dr. Curtis Cofield II and Rev. Edwin R. "Doc" Edmonds.

Rev. Edmonds was a champion of the less fortunate and an avid advocate for education, who accumulated over 20,000 books during his lifetime. He began donating the books to a local library two years before his passing.

Rev. Cofield, some referred to as "New Haven's premier civil-rights figure of the mid-20th century" was a long-time leader in the city who was also referred to as a "drum major" for justice, also strongly believed in the power of education and was a member and leader of the Board of Education.

The ECPA will serve boys in grades 5-8. The focus will be on nurturing the intellectual, physical, emotional and spiritual growth of our young men during the middle school year. The founders of ECPA plan to implement a curriculum that is geared towards male interests, while full of challenging complex topics and characters to stimulate engagement, critical thinking and a sense of identity and belonging. They will also incorporate hands-on learning experiences and access to real world situations, allowing our young men the space to build the confidence needed to compete for opportunities in a highly competitive global society.

I fully support the need for educational choice options such as this, focused exclusively on our boys, in order to ensure their development into highly capable and productive young men.

Sincerely,

Darnell Goldson

New Haven Board of Education, Elected Board Member, District 2

darnell.goldson@nhboe.net, (203) 806-0411



DEPARTMENT of CHILDREN and FAMILIES
Making a Difference for Children, Families and Communities



Vannessa L. Dorantes,
LMSW
Commissioner

Ned Lamont
Governor

To whom it may concern:

It is my pleasure to offer support for Edmonds-Cofield Preparatory Academy Charter School's request for charter authorization from the Connecticut State Education Department. The stated mission of addressing the issues of at-risk students and those students who are struggling to perform in a traditional school structure, as well as serving the specific needs of children of who experienced trauma would be a worthwhile addition to the educational options for the parents and children of New Haven, Connecticut.

With boys being more likely than girls to suffer from learning disabilities and accounting for 90% of disciplinary referrals, the statistics offer compelling support that a traditional education system isn't set up to promote learning in young men. Perhaps even more convincing are the amazing examples that prove just how successful these all-boys schools can be. Boys do better when they're in an environment predisposed to expect more of them, as clearly evidenced by the impressive college placement rates for single-sex schools like Notre Dame High School of West Haven, Connecticut.

Edmonds-Cofield Preparatory Academy Charter School's disciplined instructional environment, along with a keen focus on increasing retention and graduation rates, will be a benefit to our whole community. It's important to set expectations for all children in the prime of their education, but there is often the accepted notion that "boys will be boys." That will not be the case at Edmonds-Cofield Preparatory Academy Charter School, with a curriculum rooted in discipline and steeped with the right kind of example and support. There is no better way to prepare a young man for a bright future than to put him in an environment that demands it of him.

Please know that I endorse the plans for Edmonds-Cofield Preparatory Academy Charter School and very much support the charter authorization request. Edmonds-Cofield Preparatory Academy Charter School's will be an asset to our community.

Sincerely yours,

Dr. Glen Worthy
Educational Administrator for DCF

STATE OF CONNECTICUT
www.ct.gov/DCF
An Equal Opportunity Employer



**CITY OF NEW HAVEN
BOARD OF ALDERS**

Tyisha Walker-Myers
Alder, Ward 23

225 Winthrop Avenue, 2nd Floor
New Haven, CT 06511-5154

President of the Board

Vice Chair
Youth & Youth Services Committee

Member
Finance Committee
Litigation Settlement Committee
Black & Hispanic Caucus

Telephone: (203) 901-3436
E-mail: Ward23@newhavenct.gov

To Whom it May Concern,

I am pleased to offer my support for the proposal for an all-boys' school. I support this as a way to provide young boys with a learning atmosphere in which they could grow and learn from male role models.

Additional emphasis is needed to reach at-risk youth during their middle school years, and this is especially the case for boys in urban communities. A school such as this that is designed with them in mind is consistent with the goal we should all have; that is to take care of, protect and love all our children and make sure they know it.

Our students need a future with possibility. This would provide them both with a sense of the future and their unlimited possibilities by instilling confidence, developing leadership, rewarding effort, and promoting academic excellence.

Different experts suggest different factors but, all the experts recognize there is a problem that needs to be addressed. Whether it's a culture of hyper-masculinity, negative teacher labeling, lack of a father figure to act as a role model and provide discipline or vulnerability to peer pressure the experts suggest that these factors can lead boys to rejecting the authority of both the teachers and senior leaders and seeing educational qualifications as having no value.

These experts also suggest that a solution to boys' underachievement is to provide them with strict schooling that demands high expectations and, as far as is possible, provide them with positive opportunities that the established the right ethos and high expectations. A school that builds on parent involvement, academic rigor, college prep, and that trains its students in small classes, trained and committed teachers achieve at their highest levels is needed to confront the contributing factor to a lack of success for our boys.

As this proposed school will accomplish that, I am supportive of it and encourage you to do the same.

Sincerely,

Hon. Tyisha Walker-Myers
Ward 23, Alder
Board of Alders



**Edmonds-Cofield Preparatory Academy
Petition of Support**

The Edmonds-Cofield Preparatory Academy (ECPA) team is seeking approval to establish a new state public charter school for New Haven families. ECPA will be a tuition-free school where excellent teachers prepare diverse cohorts of young men to be resourceful critical thinkers who have achieved mastery of their learning. The underlying driver for ECPA programming is getting students into real-world settings to explore, experience, and be exposed to new environments.

**We, the undersigned concerned citizens and community members urge our leaders to approve the opening of the
Edmonds-Cofield Preparatory Academy**

Printed Name	Street Address/City of Residence	Children 5-18? (Y or N)	Signature	Date
1. Raymond Smith	1610 W. Valley Ave	32	[Signature]	10-27-21
2. Michael Bobb	59 Cooper Place NH	N	[Signature]	10/27/21
3. Fargese Dwyer	New Haven	NO	[Signature]	10/29/21
4. [Signature]	15 Danford Ave	NO	[Signature]	10/29/21
5. Nathaniel Barry	27 Gedrick St	None	[Signature]	10-29-21
6. Derek Rodriguez	81 E Ramsdell St	Yes	[Signature]	10-29-21
7. Marcela Juiguo	81 E Ramsdell St NH	YES	[Signature]	10-29-21
8. Nafie Greene	42 Anthony St	Yes	[Signature]	10-29-21
9. Doreyl Miller	New Haven	Yes	[Signature]	10/29/21
10. Hasan Johnson	12 Strong St	Yes	[Signature]	10/29/21
11. John W. Davis III	243 Greenwich Ave	Yes	[Signature]	10/29/21
12. Chris Mame	New Haven	NO	[Signature]	10/29/21
13. [Signature]	New Haven	NO	[Signature]	10/29/21
14. Robert J. [Signature]	W. H	NO	[Signature]	10-29-21
15. [Signature]	New Haven	NO	[Signature]	10/29/21

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Printed Name	Street Address/City of Residence	Children 5-18? (Y or N)	Signature	Date
1. Sami Patel	New Haven	N	[Signature]	10-27-22
2. Rachel Veitch	NEW HAVEN	N	[Signature]	10/27/22
3. Ravonne Reeves	NEW HAVEN	N	[Signature]	10-27-22
4. Bruce Stewart	New Haven	N	[Signature]	10-27-22
5. Eric Greene	New Haven	N	[Signature]	10-27-22
6. Justin Brady	new haven	N	[Signature]	10-27-22
7. Kevin Small	New Haven	N	[Signature]	
8. Crystal Diaz	94 Rock Creek Rd New Haven	Y	[Signature]	10/28/22
9. Tishonna Hobbs	21 Glenview New Haven	N	[Signature]	10/27/22
10. Destiny Neison	813 Congress Ave New Haven	N	[Signature]	10/29/22
11. John Hobbs	49 Union Ave New Haven	N	[Signature]	
12. Robert Funn	21 Glenview New Haven	N	[Signature]	10/29/22
13. [Signature]	New Haven	N	[Signature]	10/29/22
14. Luis Estrella	New Haven	N	[Signature]	10/29/22
15. Jacob Harris	New Haven	Y	[Signature]	10/29/22

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Printed Name	Street Address/City of Residence	Children 5-18? (Y or N)	Signature	Date
1. <i>Julius Gregory</i>	<i>New Haven</i>	<i>Yes</i>	<i>[Signature]</i>	<i>10/27/22</i>
2. <i>Mark Barnes</i>	<i>New Haven</i>	<i>Yes</i>	<i>[Signature]</i>	<i>10-28-22</i>
3. <i>Douglas S. Bethea</i>	<i>19 Westbrook Lane New Haven, CT</i>	<i>NO</i>	<i>[Signature]</i>	<i>10/28/22</i>
4. <i>Devon Ellis</i>	<i>395 Shelton Ave</i>	<i>Yes</i>	<i>[Signature]</i>	<i>10/27/22</i>
5. <i>Ally Harty</i>	<i>15 Plant St New Haven, CT</i>	<i>Yes</i>	<i>[Signature]</i>	<i>10/27/22</i>
6. <i>Heleen Barnes</i>	<i>18 Plant St New Haven, CT</i>	<i>NO</i>	<i>[Signature]</i>	<i>10/27/22</i>
7. <i>[Signature]</i>	<i>109 [unclear] St.</i>		<i>[Signature]</i>	<i>10/27/22</i>
8. <i>Gregory McLaurin</i>	<i>47 Level St</i>	<i>Yes</i>	<i>[Signature]</i>	<i>10/27/22</i>
9. <i>Helena Stewart</i>	<i>44 Fowler</i>	<i>Yes</i>	<i>[Signature]</i>	<i>10/24/22</i>
10. <i>Emma Sims</i>	<i>44</i>	<i>Yes</i>	<i>[Signature]</i>	<i>10/24/22</i>
11. <i>Charlene Barnes</i>	<i>218 Fairfield St</i>	<i>Yes</i>	<i>[Signature]</i>	<i>10-27-22</i>
12. <i>Deird Sims</i>	<i>35 D Jennings Way</i>	<i>No</i>	<i>[Signature]</i>	<i>10-27-22</i>
13. <i>Rashida Johnson</i>	<i>147 Diamond St</i>	<i>Yes</i>	<i>[Signature]</i>	<i>10-27-22</i>
14. <i>Levi Kurek</i>	<i>66 Dixwell Ave</i>	<i>Yes</i>	<i>[Signature]</i>	<i>10-27-22</i>
15. <i>Phil McHugh</i>	<i>New Haven</i>	<i>Yes</i>	<i>[Signature]</i>	<i>10/27/22</i>

**Edmonds-Cofield Preparatory Academy
Petition of Support**

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**We, the undersigned concerned citizens and community members urge our leaders to approve the opening of the
Edmonds-Cofield Preparatory Academy**

Printed Name	Street Address/City of Residence	Children 5-18? (Y or N)	Signature	Date
1. Latanya Emond	85 Davis St	Yes	Latanya Emond	10/27/22
2. Douglas A. Wicks	96 Beedy Rd.	No	Douglas A. Wicks	10/27/22
3. Lamont Frederick	28 Valley Place North	Yes	Lamont Frederick	10-27-22
4. Shiff Daniels	New Haven		Shiff Daniels	10/27/22
5. Alex Miller	New Haven	Yes	Alex Miller	10/27/22
6. Antonio Edwards	New Haven	Yes	Antonio Edwards	10-27-22
7. Gamaria Alvarado	New Haven	Yes	Gamaria Alvarado	10/27/22
8. Hernandez Emy	New Haven	Yes	Hernandez Emy	10/27/22
9. Juvie Mims	New Haven	Yes	Juvie Mims	10/27/22
10. Keypen Smith	Hartford	Yes	Keypen Smith	10/27/22
11. Shirley Watson	New Haven	Yes	Shirley Watson	10/27/22
12. Doreen Roberts	Durham N.C.	Yes	Doreen Roberts	10/27/22
13. Michael Hall	New Haven CT	Yes	Michael Hall	10-27-22
14. Margie R. Colon	111 Valley Pl South	Yes	Margie R. Colon	10-27-22
15. Samuel Smith	475 Valley St	Yes	Samuel Smith	10-27-22

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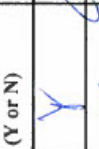


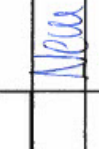





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Printed Name	Street Address/City of Residence	Children 5-18? (Y or N)	Signature	Date
1. ERIC Lloyd	6 Seneca Rd	N	<i>Eric Lloyd</i>	10/27/22
2. Fabian Russell	130 Norton St	yes	<i>Fabian Russell</i>	10/27/22
3. John Bolberry	23 Valley pl north	yes	<i>John Bolberry</i>	10/27/22
4. ERIC Holmes	410 Valley St	N	<i>Eric Holmes</i>	10/27/22
5. Jessica Williams	300 Soley St	N	<i>Jessica Williams</i>	10/27/22
6. Quincy Smith	50 Amity Rd	N	<i>Quincy Smith</i>	10-27-22
7. James Allen	490 Valley St	N	<i>James Allen</i>	10-27-22
8. ASWEN Livingston	78 Bayshore Dr	N	<i>Aswen Livingston</i>	10-27-22
9. Brian Prochaska	New Haven	yes	<i>Brian Prochaska</i>	10-27
10. Betzabeth Troy	2 Colby Ct	Y	<i>Betzabeth Troy</i>	10/27/22
11. Carlos Hrasa	8 Colby Ct	Y	<i>Carlos Hrasa</i>	10/27/22
12. Nathaniel Prochaska	12 Parkside Pt	yes	<i>Nathaniel Prochaska</i>	10/27/22
13. Tamara Gruber	New Haven, CT	no	<i>Tamara Gruber</i>	10/27/22
14. Jeannette Greene	New Haven CT	no	<i>Jeannette Greene</i>	10/27/22
15. Tawia R...	1264 Whitney	yes	<i>Tawia R...</i>	10/27/22

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Printed Name	Street Address/City of Residence	Children 5-18? (Y or N)	Signature	Date
1. Alan Gordon	New Haven	Y		10/27/22
2. Rasmus Glass	New Haven	Y		10/27/22
3. Randolph Mathers	New Haven	Y		
4. Francine	New Haven	Y		
5. Francine Casanova	New Haven	Y		10-27-22
6. Timothy Otter	New Haven	Y		10/27/22
7. DAVID BERRIS	New Haven	Y	DAVID BERRIS	10-27-22
8. Randolph Mathers	93 Boars Ln	Yes		10/07/22
9. Cindy Dyer	215 Pondview St	Y		10-27-22
10. Victor Tok	New Haven	Y		10-2-27
11. Nya Greene	New Haven	Y		10-27-22
12. Tracy Dyer	New Haven	Y		10 27 22
13. Vincent Davis	New Haven	Y		10/27/22
14. Wilman Colon	New Haven	Y		10/27/22
15. Jose Diaz	New Haven	Y		10/27/22

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1. Latoria Person Hernandez	Bristol	Y	Latoria Person	10/25/22
2. Kennedy Hernandez	New Haven	Y	Kennedy Hernandez	10/25/22
3. Shavon Jackson	New Haven	Y	Shavon Jackson	10/25/22
4. Eloisia Hall	New Haven	Yes	Eloisia Hall	10/25/22
5. Malakiah Chir	New Haven CT	yes	Malakiah Chir	10/25/22
6. Jose Hernandez	New Haven	Y	José Hernandez	10/25/22
7. Earle Hall Jr.	New Haven CT	Y	Earle Hall Jr.	10/25/22
8. Ulysses Jones	New Haven, CT	Y	Ulysses Jones	10/25/22
9. Gunter Collier	New Haven, CT	Y	Gunter Collier	10/25/22
10. Samuel Harper	New Haven, CT	Y	Samuel Harper	10/25/22
11. Rosanne Espinoza	New Haven, CT	N	Rosanne Espinoza	10-26-22
12. Nolan Bass	New Haven	N	Nolan Bass	26 Oct 22
13. Danna Leavitt	New Haven, CT	Y	Danna Leavitt	10/27/22
14. Seanine Medley	88 East Randsell	Y	Seanine Medley	10/27/22
15. Jazal Ehsan	56 Parkside Dr	Y	Jazal Ehsan	10/27/22

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Printed Name	Street Address/City of Residence	Children 5-18? (Y or N)	Signature	Date
1. Helen Barnes	18 Plant St, NH 06915	N	Helen Barnes	10/25/22
2. Anthony Rivera	New Haven CT	Y	Anthony Rivera	10/25/22
3. Christian St. Amant	Golf St	Y	Christian St. Amant	10/25/22
4. Lawrence Robinson	146 Glenview Terrace	N	Lawrence Robinson	10/25/22
5. Patricia Lopez	539 Howard Ave		Patricia Lopez	10/25/22
6. Anacaria Butler	26 Spryngside Ave	N	Anacaria Butler	10/25/22
7. Debra L. Jones	56 Emerald St	N	Debra L. Jones	10/25/22
8. Debra L. Jones	46 Taylor Avenue	Y	Debra L. Jones	10/25/22
9. Fred Thomas	New Haven CT	N	Fred Thomas	10/25/22
10. Michael Colon	147 Rowe St	N	Michael Colon	10/25/22
11. Lynne Jones	114 Regal St	N	Lynne Jones	10/25/22
12. Anna Harris	532 Valley St	Y	Anna Harris	10/25/22
13. Charles Davis	12 Hill Top Rd	N	Charles Davis	10/25/22
14. Bony Bolden	New Haven CT	Y	Bony Bolden	10/25/22
15. EFRAN B. B. B. B.	1076 CHATHAM ST, NEW HAVEN	Y	EFRAN B. B. B. B.	10/25/22

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1. Robert A. Frank	21 LEBANON ST NEW HAVEN	Y	[Signature]	10/25
2. MARK WATSON	LARVIEW TERRACE NEW HAVEN	N	[Signature]	10/25
3. John Issaogha	Derby Ave, New Haven	Y	[Signature]	10/25
4. Nancy Williamson	New Haven	Y	[Signature]	10/25
5. Travis Johnson	27 MAPLE ST NEW HAVEN	N	[Signature]	10/25
6. Chad Mack	New Haven	Y	[Signature]	10/25
7. Dennis Hogg	New Haven	Y	[Signature]	10/25
8. Lacey Austin	New Haven	Y	[Signature]	10/25
9. Robert G. Grier	21 W. High St	Y	[Signature]	10/25
10. Travis Fray	64 Anthony Street		[Signature]	10/25
11. Norman V. Vignos	37 ELAINA CIR	N	[Signature]	10/25
12. [Signature]	New Haven, CT	N	[Signature]	
13. Stephanie Nelson	New Haven, CT	Y	[Signature]	10/25
14. Paul Baeck	New Haven	N	[Signature]	10/25
15. Gary Caldwell	Mexican CT	Y	[Signature]	10/25

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Printed Name	Street Address/City of Residence	Children 5-18? (Y or N)	Signature	Date
1. BONNIE L. MALLIE	30 PARK ST NEW HAV	N	Bonnie L. Mallie	10-25-22
2. Ana Cabrera	75 Parkside Dr	N	Ana Cabrera	10/25/22
3. Terrell Wright	NEW HAVEN CT	N	Terrell Wright	10/25-22
4. Edward Wright	50 North St	Yes	Edward Wright	10/25/22
5. Susan Washington	1400 Washington Rd	Yes	Susan Washington	10/25/22
6. Natalya Troutman	New Haven	NO	Natalya Troutman	10/25/22
7. Anthony Godfrey	1706 Whalley Ave	NO	Anthony Godfrey	10/25/22
8. Austin Watt	43 Victoria Dr	NO	Austin Watt	10/25/22
9. Angelia Parker	4 Strong St	Yes	Angelia Parker	10-25-22
10. Brandon Carter	1570 Ella Grasso	Yes	Brandon Carter	10-25-22
11. Bozale	N. Forbes Ct	Yes	Bozale	10-25-22
12. Rahem Holloway	227 Fairfield St	NO	Rahem Holloway	10/25/22
13. Mildred Hopkins	245 Fountain St	NO	Mildred Hopkins	10/25/22
14. Andre Thomas	163 Anthony St	NO	Andre Thomas	10-25-22
15. Skantae McFadden	30 Ridge Court West	Yes	Skantae McFadden	10-25-22

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Printed Name	Street Address/City of Residence	Children 5-18? (Y or N)	Signature	Date
1. Peter Lucky	95 Rock Creek Rd	N	<i>[Signature]</i>	10/25/22
2. Tyrese Holmes	498 Valley St	N	<i>[Signature]</i>	
3. Bruce Spear	21 Strong St	N	<i>[Signature]</i>	10/25/22
4. Cynthia Williams	21 Strong St	N	<i>[Signature]</i>	
5. William Guespe	Valley St	N	<i>[Signature]</i>	
6. Jaden Black	15 Glenview Terace		<i>[Signature]</i>	10/25/22
7. Jordan Anderson	246 Valley St	N	<i>[Signature]</i>	10-25-22
8. Charles Ross	95 Emerson St	Y	<i>[Signature]</i>	10-25-22
9. <i>[Signature]</i>	149 Brooklawn Cir	X	<i>[Signature]</i>	10/25/22
10. Shiretta Williams	55 Victory Dr	Y	<i>[Signature]</i>	10/25/22
11. Lebron Wright	21 Valley Pl. N.	Y	<i>[Signature]</i>	10/25/22
12. Destiny Vargas	306 Pine Rock Dr.	N	<i>[Signature]</i>	10/25/22
13. Eleanora Vargas	306 Pine Rock Dr.	N	<i>[Signature]</i>	10/25/22
14. Cheryl Robinson	146 Glenview Ter	N	<i>[Signature]</i>	10/25/22
15. George Black	1349 Dixwell Ave.		<i>[Signature]</i>	10/25/22

**Edmonds-Cofield Preparatory Academy
Petition of Support**

The Edmonds-Cofield Preparatory Academy (ECPA) team is seeking approval to establish a new state public charter school for New Haven families. ECPA will be a tuition-free school where excellent teachers prepare diverse cohorts of young men to be resourceful critical thinkers who have achieved mastery of their learning. The underlying driver for ECPA programming is getting students into real-world settings to explore, experience, and be exposed to new environments.

**We, the undersigned concerned citizens and community members urge our leaders to approve the opening of the
Edmonds-Cofield Preparatory Academy**

Printed Name	Street Address/City of Residence	Children 5-18? (Y or N)	Signature	Date
1. Kevin A Smith	1615 Whorley Ave	N	<i>[Signature]</i>	10/25/22
2. Erik Gomez	206 Valley St	Y	<i>[Signature]</i>	10/25/22
3. Desire Williams	24 Valley PIN New Haven	Y	<i>[Signature]</i>	10/25/22
4. Nasir Brown	24 Valley Place North New Haven	N	<i>[Signature]</i>	10/25/22
5. Irma Lurage	New Haven	Y	<i>[Signature]</i>	10/25/22
6. Wayne Price	New Haven	Y	<i>[Signature]</i>	10/25/22
7. Diane Prince	119 Rock Creek Rd	Y	<i>[Signature]</i>	10/25/22
8. Grorlan Cuyflem	130 rock creek rd	Y	<i>[Signature]</i>	10/25/22
9. Crystal Dean	137 rock creek Rd	Y	<i>[Signature]</i>	10/25/22
10. Jose colon	137 Rock creek Rd	Y	<i>[Signature]</i>	10/25/22
11. Kishona Hobbs	162 Parkside dr	Y	<i>[Signature]</i>	10/25/22
12. Keith Jenkins	8 Victory DR	Y	<i>[Signature]</i>	10/25/22
13. Kean Jenkins	8 victory drive	Y	<i>[Signature]</i>	10-25-22
14. Lawrence	14 Esch Creek Rd	Y	<i>[Signature]</i>	10/25/22
15. Jim	14 Esch Creek Rd	Y	<i>[Signature]</i>	10/25/22

**Edmonds-Cofield Preparatory Academy
Petition of Support**

The Edmonds-Cofield Preparatory Academy (ECPA) team is seeking approval to establish a new state public charter school for New Haven families. ECPA will be a tuition-free school where excellent teachers prepare diverse cohorts of young men to be resourceful critical thinkers who have achieved mastery of their learning. The underlying driver for ECPA programming is getting students into real-world settings to explore, experience, and be exposed to new environments.

**We, the undersigned concerned citizens and community members urge our leaders to approve the opening of the
Edmonds-Cofield Preparatory Academy**

Printed Name	Street Address/City of Residence	Children 5-18? (Y or N)	Signature	Date
1. Cynthia Williams	31 Strong St	0	Cynthia Williams	10/29/22
2. Pearl Law	1 Strong St	3	Pearl Law	10/29/22
3. Debra McNamee	30 Strong St	1	Debra McNamee	10/29/22
4. Geyden Caslin	New Haven Ct	N	Geyden Caslin	10/29/22
5. Melissa Howard	88 Sylvan Ave	3	Melissa Howard	
6. Shabita Howard	132 New Hall St	3	Shabita Howard	
7. Corneil Edwards	18 Sylvan Ave	0	Corneil Edwards	
8. Daissy DeLeon	230 Valley St	N	Daissy DeLeon	10/29/2022
9. Melvin Goode	299 Valley St	Y	Melvin Goode	10/29/22
10. Angela Parker	4 Strong St	Y	Angela Parker	10/29/22
11. Willie Johnson	23 Parkside Dr.	N	Willie Johnson	10/29/20
12. Frank McGee	226 Fountain St	N	Frank McGee	10/29/22
13. Nashawn King	79 Park Side Dr.	13	Nashawn King	10/29/22
14. Tyreese Davis	80 Parkside Dr	2	Tyreese Davis	10/29/22
15. Marcus Collins	130 Parkside Dr	1	Marcus Collins	10-29-22

Edmonds-Cofield Preparatory Academy for Young Men Charter School Interest Survey

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First and Last Name: Samuel Harper
 Address: 234 Ellsworth ave Zip Code: 06511
 Email: Sharper2896@gmail.com Phone #: 203-390-0876
 Text messages? YES / NO

<p>1- Please choose the best option below to identify yourself: Please circle one</p> <ul style="list-style-type: none"> • Parent or Guardian • <u>Community Member</u> • Educator • Student 	<p>2- How did you hear about ECPA? Please circle all that apply.</p> <ul style="list-style-type: none"> • Email • Church • <u>Word of Mouth</u> • Website • School • Work • Informational Forum • Flyer/Brochure
<p>3- Please select the choice that most closely aligns with your feelings regarding opening an all-boys school: Please circle one</p> <ul style="list-style-type: none"> • I have no interest • I have a small interest • I have a great interest • <u>I am passionate about this opportunity and would like to be a part of a planning team or founding board.</u> 	<p>4- What are the primary reasons for opening an all-boys charter school? Please circle all that apply.</p> <ul style="list-style-type: none"> • Increase student achievement • <u>Increase graduation rates</u> • Increase post-secondary education attendance • Improve discipline • Unique school community • Increase parental involvement • Provide different course offerings • Provide different extracurricular offerings • None, I do not feel that a charter school should open in our community.
<p>5- Do you believe students enrolled in an all-boys charter school will make significant gains compared to their counterparts in district schools? Please circle one</p> <ul style="list-style-type: none"> • <u>Yes</u> • No • I'm unsure 	<p>6- Do you see ECP Academy for Young Men Charter School as a solution for re-engaging boys in their education? Please circle one</p> <ul style="list-style-type: none"> • <u>Yes</u> • No • I'm unsure

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First and Last Name: Sean Walder

Address: 419 Valley St. Zip Code: 06515

Email: _____ Phone #: 475-243-9518
Text messages? YES / NO

<p>1- Please choose the best option below to identify yourself: <i>Please circle one</i></p> <ul style="list-style-type: none"> <input checked="" type="radio"/> Parent or Guardian <input type="radio"/> Community Member <input type="radio"/> Educator <input type="radio"/> Student 	<p>2- How did you hear about ECPA? <i>Please circle all that apply.</i></p> <ul style="list-style-type: none"> <input type="radio"/> Email <input type="radio"/> Church <input checked="" type="radio"/> Word of Mouth <input type="radio"/> Website <input type="radio"/> School <input type="radio"/> Work <input type="radio"/> Informational Forum <input type="radio"/> Flyer/Brochure
<p>3- Please select the choice that most closely aligns with your feelings regarding opening an all-boys school: <i>Please circle one</i></p> <ul style="list-style-type: none"> <input checked="" type="radio"/> I have no interest <input type="radio"/> I have a small interest <input type="radio"/> I have a great interest <input type="radio"/> I am passionate about this opportunity and would like to be a part of a planning team or founding board. 	<p>4- What are the primary reasons for opening an all-boys charter school? <i>Please circle all that apply.</i></p> <ul style="list-style-type: none"> <input type="radio"/> Increase student achievement <input type="radio"/> Increase graduation rates <input type="radio"/> Increase post-secondary education attendance <input type="radio"/> Improve discipline <input type="radio"/> Unique school community <input type="radio"/> Increase parental involvement <input type="radio"/> Provide different course offerings <input type="radio"/> Provide different extracurricular offerings <input checked="" type="radio"/> None, I do not feel that a charter school should open in our community.
<p>5- Do you believe students enrolled in an all-boys charter school will make significant gains compared to their counterparts in district schools? <i>Please circle one</i></p> <ul style="list-style-type: none"> <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> I'm unsure 	<p>6- Do you see ECP Academy for Young Men Charter School as a solution for re-engaging boys in their education? <i>Please circle one</i></p> <ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> I'm unsure

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First and Last Name: Quinten Collier

Address: 448 eastern Street, New Haven Zip Code: 06512

Email: _____ Phone #: 475/224/8664
Text messages? YES NO

<p>1- Please choose the best option below to identify yourself: Please circle one</p> <ul style="list-style-type: none"> <input checked="" type="radio"/> Parent or Guardian <input type="radio"/> Community Member <input type="radio"/> Educator <input type="radio"/> Student 	<p>2- How did you hear about ECPA? Please circle all that apply.</p> <ul style="list-style-type: none"> <input type="radio"/> Email <input type="radio"/> Church <input checked="" type="radio"/> Word of Mouth <input type="radio"/> Website <input type="radio"/> School <input type="radio"/> Work <input type="radio"/> Informational Forum <input type="radio"/> Flyer/Brochure
<p>3- Please select the choice that most closely aligns with your feelings regarding opening an all-boys school: Please circle one</p> <ul style="list-style-type: none"> <input type="radio"/> I have no interest <input type="radio"/> I have a small interest <input checked="" type="radio"/> I have a great interest <input type="radio"/> I am passionate about this opportunity and would like to be a part of a planning team or founding board. 	<p>4- What are the primary reasons for opening an all-boys charter school? Please circle all that apply.</p> <ul style="list-style-type: none"> <input type="radio"/> Increase student achievement <input type="radio"/> Increase graduation rates <input type="radio"/> Increase post-secondary education attendance <input checked="" type="radio"/> Improve discipline <input type="radio"/> Unique school community <input type="radio"/> Increase parental involvement <input type="radio"/> Provide different course offerings <input type="radio"/> Provide different extracurricular offerings <input type="radio"/> None, I do not feel that a charter school should open in our community.
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First and Last Name: Uisses Sines

Address: 250 Goffe FCRR

Zip Code: 06511

Email: scgct@vol.com

Phone #: (203) 521-8352
Text messages? YES / NO

<p>1- Please choose the best option below to identify yourself: Please circle one</p> <ul style="list-style-type: none"> • Parent or Guardian • Community Member • Educator • Student 	<p>2- How did you hear about ECPA? Please circle all that apply.</p> <ul style="list-style-type: none"> • Email • Church • Word of Mouth • Website • School • Work • Informational Forum • Flyer/Brochure
<p>3- Please select the choice that most closely aligns with your feelings regarding opening an all-boys school: Please circle one</p> <ul style="list-style-type: none"> • I have no interest • I have a small interest • I have a great interest • I am passionate about this opportunity and would like to be a part of a planning team or founding board. 	<p>4- What are the primary reasons for opening an all-boys charter school? Please circle all that apply.</p> <ul style="list-style-type: none"> • Increase student achievement • Increase graduation rates • Increase post-secondary education attendance • Improve discipline • Unique school community • Increase parental involvement • Provide different course offerings • Provide different extracurricular offerings • None, I do not feel that a charter school should open in our community.
<p>5- Do you believe students enrolled in an all-boys charter school will make significant gains compared to their counterparts in district schools? Please circle one</p> <ul style="list-style-type: none"> • Yes • No • I'm unsure 	<p>6- Do you see ECP Academy for Young Men Charter School as a solution for re-engaging boys in their education? Please circle one</p> <ul style="list-style-type: none"> • Yes • No • I'm unsure

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First and Last Name: ANTHONY HERNANDEZ

Address: HEMMINGWAY AVE CT Zip Code: _____

Email: _____ Phone #: _____
Text messages? YES / NO

<p>1- Please choose the best option below to identify yourself: Please circle one</p> <ul style="list-style-type: none"> <input checked="" type="radio"/> Parent or Guardian <input type="radio"/> Community Member <input type="radio"/> Educator <input type="radio"/> Student 	<p>2- How did you hear about ECPA? Please circle all that apply.</p> <ul style="list-style-type: none"> <input type="radio"/> Email <input type="radio"/> Church <input type="radio"/> Word of Mouth <input type="radio"/> Website <input type="radio"/> School <input checked="" type="radio"/> Work <input type="radio"/> Informational Forum <input type="radio"/> Flyer/Brochure
<p>3- Please select the choice that most closely aligns with your feelings regarding opening an all-boys school: Please circle one</p> <ul style="list-style-type: none"> <input type="radio"/> I have no interest <input type="radio"/> I have a small interest <input type="radio"/> I have a great interest <input checked="" type="radio"/> I am passionate about this opportunity and would like to be a part of a planning team or founding board. 	<p>4- What are the primary reasons for opening an all-boys charter school? Please circle all that apply.</p> <ul style="list-style-type: none"> <input type="radio"/> Increase student achievement <input type="radio"/> Increase graduation rates <input type="radio"/> Increase post-secondary education attendance <input checked="" type="radio"/> Improve discipline <input checked="" type="radio"/> Unique school community <input checked="" type="radio"/> Increase parental involvement <input checked="" type="radio"/> Provide different course offerings <input checked="" type="radio"/> Provide different extracurricular offerings <input checked="" type="radio"/> None, I do not feel that a charter school should open in our community.
<p>5- Do you believe students enrolled in an all-boys charter school will make significant gains compared to their counterparts in district schools? Please circle one</p> <ul style="list-style-type: none"> <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I'm unsure 	<p>6- Do you see ECP Academy for Young Men Charter School as a solution for re-engaging boys in their education? Please circle one</p> <ul style="list-style-type: none"> <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I'm unsure

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First and Last Name: Stacey Dixon

Address: any23.sd@gmail.com Zip Code: 06515

Email: 103 genesee st new haven, CT Phone #: (203) 317-3185
Text messages? YES/NO

<p>1- Please choose the best option below to identify yourself: Please circle one</p> <ul style="list-style-type: none"> • <u>Parent or Guardian</u> • Community Member • Educator • Student 	<p>2- How did you hear about ECPA? Please circle all that apply.</p> <ul style="list-style-type: none"> • Email • <u>Church</u> • <u>Word of Mouth</u> • Website • School • Work • Informational Forum • Flyer/Brochure
<p>3- Please select the choice that most closely aligns with your feelings regarding opening an all-boys school: Please circle one</p> <ul style="list-style-type: none"> • I have no interest • I have a small interest • <u>I have a great interest</u> • I am passionate about this opportunity and would like to be a part of a planning team or founding board. 	<p>4- What are the primary reasons for opening an all-boys charter school? Please circle all that apply.</p> <ul style="list-style-type: none"> • <u>Increase student achievement</u> • <u>Increase graduation rates</u> • Increase post-secondary education attendance • Improve discipline • <u>Unique school community</u> • <u>Increase parental involvement</u> • Provide different course offerings • Provide different extracurricular offerings • None, I do not feel that a charter school should open in our community.
<p>5- Do you believe students enrolled in an all-boys charter school will make significant gains compared to their counterparts in district schools? Please circle one</p> <ul style="list-style-type: none"> • Yes • No • I'm unsure 	<p>6- Do you see ECP Academy for Young Men Charter School as a solution for re-engaging boys in their education? Please circle one</p> <ul style="list-style-type: none"> • Yes • No • I'm unsure

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First and Last Name: Jordan Anderson

Address: 246 valley ST Zip Code: 06515

Email: _____ Phone #: _____
Text messages? YES / NO

<p>1- Please choose the best option below to identify yourself: Please circle one</p> <ul style="list-style-type: none"> • Parent or Guardian • <u>Community Member</u> • Educator • Student 	<p>2- How did you hear about ECPA? Please circle all that apply.</p> <ul style="list-style-type: none"> • Email • Church • <u>Word of Mouth</u> • Website • School • Work • Informational Forum • Flyer/Brochure
<p>3- Please select the choice that most closely aligns with your feelings regarding opening an all-boys school: Please circle one</p> <ul style="list-style-type: none"> • I have no interest • I have a small interest • <u>I have a great interest</u> • I am passionate about this opportunity and would like to be a part of a planning team or founding board. 	<p>4- What are the primary reasons for opening an all-boys charter school? Please circle all that apply.</p> <ul style="list-style-type: none"> • Increase student achievement • Increase graduation rates • Increase post-secondary education attendance • <u>Improve discipline</u> • Unique school community • <u>Increase parental involvement</u> • <u>Provide different course offerings</u> • Provide different extracurricular offerings • None, I do not feel that a charter school should open in our community.
<p>5- Do you believe students enrolled in an all-boys charter school will make significant gains compared to their counterparts in district schools? Please circle one</p> <ul style="list-style-type: none"> • <u>Yes</u> • No • I'm unsure 	<p>6- Do you see ECP Academy for Young Men Charter School as a solution for re-engaging boys in their education? Please circle one</p> <ul style="list-style-type: none"> • <u>Yes</u> • No • I'm unsure

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First and Last Name: Antoin Edwards
 Address: 440 Stevenson rd Zip Code: 06515
 Email: _____ Phone #: 475-434-6344
 Text messages? YES / NO

<p>1- Please choose the best option below to identify yourself: Please circle one</p> <ul style="list-style-type: none"> <input checked="" type="radio"/> Parent or Guardian <input type="radio"/> Community Member <input type="radio"/> Educator <input type="radio"/> Student 	<p>2- How did you hear about ECPA? Please circle all that apply.</p> <ul style="list-style-type: none"> <input type="radio"/> Email <input type="radio"/> Church <input type="radio"/> Word of Mouth <input type="radio"/> Website <input type="radio"/> School <input type="radio"/> Work <input type="radio"/> Informational Forum <input type="radio"/> Flyer/Brochure
<p>3- Please select the choice that most closely aligns with your feelings regarding opening an all-boys school: Please circle one</p> <ul style="list-style-type: none"> <input type="radio"/> I have no interest <input checked="" type="radio"/> I have a small interest <input type="radio"/> I have a great interest <input type="radio"/> I am passionate about this opportunity and would like to be a part of a planning team or founding board. 	<p>4- What are the primary reasons for opening an all-boys charter school? Please circle all that apply.</p> <ul style="list-style-type: none"> <input type="radio"/> Increase student achievement <input checked="" type="radio"/> Increase graduation rates <input type="radio"/> Increase post-secondary education attendance <input type="radio"/> Improve discipline <input checked="" type="radio"/> Unique school community <input type="radio"/> Increase parental involvement <input type="radio"/> Provide different course offerings <input type="radio"/> Provide different extracurricular offerings <input type="radio"/> None, I do not feel that a charter school should open in our community.
<p>5- Do you believe students enrolled in an all-boys charter school will make significant gains compared to their counterparts in district schools? Please circle one</p> <ul style="list-style-type: none"> <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I'm unsure 	<p>6- Do you see ECP Academy for Young Men Charter School as a solution for re-engaging boys in their education? Please circle one</p> <ul style="list-style-type: none"> <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I'm unsure

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First and Last Name: Orin Burund

Address: 94 Rock Creek Rd. New Haven CT Zip Code: 06515

Email: _____ Phone #: _____

Text messages? YES / NO

<p>1- Please choose the best option below to identify yourself: Please circle one</p> <ul style="list-style-type: none"> <input checked="" type="radio"/> Parent or Guardian <input type="radio"/> Community Member <input type="radio"/> Educator <input type="radio"/> Student 	<p>2- How did you hear about ECPA? Please circle all that apply.</p> <ul style="list-style-type: none"> <input checked="" type="radio"/> Email <input type="radio"/> Church <input type="radio"/> Word of Mouth <input type="radio"/> Website <input type="radio"/> School <input type="radio"/> Work <input type="radio"/> Informational Forum <input type="radio"/> Flyer/Brochure
<p>3- Please select the choice that most closely aligns with your feelings regarding opening an all-boys school: Please circle one</p> <ul style="list-style-type: none"> <input type="radio"/> I have no interest <input type="radio"/> I have a small interest <input checked="" type="radio"/> I have a great interest <input type="radio"/> I am passionate about this opportunity and would like to be a part of a planning team or founding board. 	<p>4- What are the primary reasons for opening an all-boys charter school? Please circle all that apply.</p> <ul style="list-style-type: none"> <input checked="" type="radio"/> Increase student achievement <input checked="" type="radio"/> Increase graduation rates <input checked="" type="radio"/> Increase post-secondary education attendance <input checked="" type="radio"/> Improve discipline <input checked="" type="radio"/> Unique school community <input checked="" type="radio"/> Increase parental involvement <input checked="" type="radio"/> Provide different course offerings <input checked="" type="radio"/> Provide different extracurricular offerings <input type="radio"/> None, I do not feel that a charter school should open in our community. <p><u>add ↑</u></p>
<p>5- Do you believe students enrolled in an all-boys charter school will make significant gains compared to their counterparts in district schools? Please circle one</p> <ul style="list-style-type: none"> <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I'm unsure 	<p>6- Do you see ECP Academy for Young Men Charter School as a solution for re-engaging boys in their education? Please circle one</p> <ul style="list-style-type: none"> <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I'm unsure

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First and Last Name: TOUR JENKINS
 Address: NEW HAVEN Zip Code: 06515
 Email: _____ Phone #: _____
 Text messages? YES / NO

<p>1- Please choose the best option below to identify yourself: <i>Please circle one</i></p> <ul style="list-style-type: none"> • Parent or Guardian • Community Member • Educator • Student 	<p>2- How did you hear about ECPA? <i>Please circle all that apply.</i></p> <ul style="list-style-type: none"> • Email • Church • Word of Mouth • Website • School • Work • Informational Forum • Flyer/Brochure
<p>3- Please select the choice that most closely aligns with your feelings regarding opening an all-boys school: <i>Please circle one</i></p> <ul style="list-style-type: none"> • I have no interest • I have a small interest • I have a great interest • I am passionate about this opportunity and would like to be a part of a planning team or founding board. 	<p>4- What are the primary reasons for opening an all-boys charter school? <i>Please circle all that apply.</i></p> <ul style="list-style-type: none"> • Increase student achievement • Increase graduation rates • Increase post-secondary education attendance • Improve discipline • Unique school community • Increase parental involvement • Provide different course offerings • Provide different extracurricular offerings • None, I do not feel that a charter school should open in our community.
<p>5- Do you believe students enrolled in an all-boys charter school will make significant gains compared to their counterparts in district schools? <i>Please circle one</i></p> <ul style="list-style-type: none"> • Yes • No • I'm unsure 	<p>6- Do you see ECP Academy for Young Men Charter School as a solution for re-engaging boys in their education? <i>Please circle one</i></p> <ul style="list-style-type: none"> • Yes • No • I'm unsure

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First and Last Name: Paul A Bland
 Address: 265- Blake St Zip Code: 06515
 Email: PaulYPb63@gmail.com Phone #: 203-641-4035
 Text messages? YES / NO

<p>1- Please choose the best option below to identify yourself: <i>Please circle one</i></p> <ul style="list-style-type: none"> • Parent or Guardian • Community Member • Educator • Student 	<p>2- How did you hear about ECPA? <i>Please circle all that apply.</i></p> <ul style="list-style-type: none"> • Email • Church • Word of Mouth • Website • School • Work • Informational Forum • Flyer/Brochure
<p>3- Please select the choice that most closely aligns with your feelings regarding opening an all-boys school: <i>Please circle one</i></p> <ul style="list-style-type: none"> • I have no interest • I have a small interest • I have a great interest • I am passionate about this opportunity and would like to be a part of a planning team or founding board. 	<p>4- What are the primary reasons for opening an all-boys charter school? <i>Please circle all that apply.</i></p> <ul style="list-style-type: none"> • Increase student achievement • Increase graduation rates • Increase post-secondary education attendance • Improve discipline • Unique school community • Increase parental involvement • Provide different course offerings • Provide different extracurricular offerings • None, I do not feel that a charter school should open in our community.
<p>5- Do you believe students enrolled in an all-boys charter school will make significant gains compared to their counterparts in district schools? <i>Please circle one</i></p> <ul style="list-style-type: none"> • Yes • No • I'm unsure 	<p>6- Do you see ECP Academy for Young Men Charter School as a solution for re-engaging boys in their education? <i>Please circle one</i></p> <ul style="list-style-type: none"> • Yes • No • I'm unsure

Edmonds-Cofield Preparatory Academy for Young Men Charter School Interest Survey

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First and Last Name: Latoria Parson

Address: New Haven Zip Code: 06515

Email: _____ Phone #: (203) 823-2683
Text messages? YES / NO

<p>1- Please choose the best option below to identify yourself: Please circle one</p> <ul style="list-style-type: none"> <input checked="" type="radio"/> Parent or Guardian <input type="radio"/> Community Member <input type="radio"/> Educator <input type="radio"/> Student 	<p>2- How did you hear about ECPA? Please circle all that apply.</p> <ul style="list-style-type: none"> <input type="radio"/> Email <input type="radio"/> Church <input checked="" type="radio"/> Word of Mouth <input type="radio"/> Website <input type="radio"/> School <input type="radio"/> Work <input type="radio"/> Informational Forum <input type="radio"/> Flyer/Brochure
<p>3- Please select the choice that most closely aligns with your feelings regarding opening an all-boys school: Please circle one</p> <ul style="list-style-type: none"> <input type="radio"/> I have no interest <input type="radio"/> I have a small interest <input type="radio"/> I have a great interest <input checked="" type="radio"/> I am passionate about this opportunity and would like to be a part of a planning team or founding board. 	<p>4- What are the primary reasons for opening an all-boys charter school? Please circle all that apply.</p> <ul style="list-style-type: none"> <input type="radio"/> Increase student achievement <input type="radio"/> Increase graduation rates <input type="radio"/> Increase post-secondary education attendance <input type="radio"/> Improve discipline <input type="radio"/> Unique school community <input type="radio"/> Increase parental involvement <input type="radio"/> Provide different course offerings <input type="radio"/> Provide different extracurricular offerings <input type="radio"/> None, I do not feel that a charter school should open in our community. <p><u>everything</u></p>
<p>5- Do you believe students enrolled in an all-boys charter school will make significant gains compared to their counterparts in district schools? Please circle one</p> <ul style="list-style-type: none"> <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I'm unsure 	<p>6- Do you see ECP Academy for Young Men Charter School as a solution for re-engaging boys in their education? Please circle one</p> <ul style="list-style-type: none"> <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I'm unsure

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First and Last Name: T. Shen Washington

Address: New Haven Zip Code: 06551

Email: _____ Phone #: 475-24-4897
Text messages? YES / NO

<p>1- Please choose the best option below to identify yourself: Please circle one</p> <ul style="list-style-type: none"> <input checked="" type="radio"/> Parent or Guardian <input type="radio"/> Community Member <input type="radio"/> Educator <input type="radio"/> Student 	<p>2- How did you hear about ECPA? Please circle all that apply.</p> <ul style="list-style-type: none"> <input type="radio"/> Email <input type="radio"/> Church <input checked="" type="radio"/> Word of Mouth <input type="radio"/> Website <input type="radio"/> School <input type="radio"/> Work <input type="radio"/> Informational Forum <input type="radio"/> Flyer/Brochure
<p>3- Please select the choice that most closely aligns with your feelings regarding opening an all-boys school: Please circle one</p> <ul style="list-style-type: none"> <input type="radio"/> I have no interest <input type="radio"/> I have a small interest <input checked="" type="radio"/> I have a great interest <input checked="" type="radio"/> I am passionate about this opportunity and would like to be a part of a planning team or founding board. 	<p>4- What are the primary reasons for opening an all-boys charter school? Please circle all that apply.</p> <ul style="list-style-type: none"> <input checked="" type="radio"/> Increase student achievement <input type="radio"/> Increase graduation rates <input type="radio"/> Increase post-secondary education attendance <input checked="" type="radio"/> Improve discipline <input checked="" type="radio"/> Unique school community <input checked="" type="radio"/> Increase parental involvement <input type="radio"/> Provide different course offerings <input type="radio"/> Provide different extracurricular offerings <input type="radio"/> None, I do not feel that a charter school should open in our community.
<p>5- Do you believe students enrolled in an all-boys charter school will make significant gains compared to their counterparts in district schools? Please circle one</p> <ul style="list-style-type: none"> <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I'm unsure 	<p>6- Do you see ECP Academy for Young Men Charter School as a solution for re-engaging boys in their education? Please circle one</p> <ul style="list-style-type: none"> <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I'm unsure

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First and Last Name: Mark Williams

Address: _____ Zip Code: _____

Email: _____ Phone #: _____

Text messages? YES ☒ NO

<p>1- Please choose the best option below to identify yourself: Please circle one</p> <ul style="list-style-type: none"> <input checked="" type="radio"/> Parent or Guardian <input type="radio"/> Community Member <input type="radio"/> Educator <input type="radio"/> Student 	<p>2- How did you hear about ECPA? Please circle all that apply.</p> <ul style="list-style-type: none"> <input type="radio"/> Email <input type="radio"/> Church <input checked="" type="radio"/> Word of Mouth <input type="radio"/> Website <input type="radio"/> School <input type="radio"/> Work <input type="radio"/> Informational Forum <input type="radio"/> Flyer/Brochure
<p>3- Please select the choice that most closely aligns with your feelings regarding opening an all-boys school: Please circle one</p> <ul style="list-style-type: none"> <input type="radio"/> I have no interest <input checked="" type="radio"/> I have a small interest <input type="radio"/> I have a great interest <input type="radio"/> I am passionate about this opportunity and would like to be a part of a planning team or founding board. 	<p>4- What are the primary reasons for opening an all-boys charter school? Please circle all that apply.</p> <ul style="list-style-type: none"> <input type="radio"/> Increase student achievement <input type="radio"/> Increase graduation rates <input type="radio"/> Increase post-secondary education attendance <input type="radio"/> Improve discipline <input checked="" type="radio"/> Unique school community <input type="radio"/> Increase parental involvement <input type="radio"/> Provide different course offerings <input type="radio"/> Provide different extracurricular offerings <input type="radio"/> None, I do not feel that a charter school should open in our community.
<p>5- Do you believe students enrolled in an all-boys charter school will make significant gains compared to their counterparts in district schools? Please circle one</p> <ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> I'm unsure 	<p>6- Do you see ECP Academy for Young Men Charter School as a solution for re-engaging boys in their education? Please circle one</p> <ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> I'm unsure

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First and Last Name: Chris Turnage
 Address: Hemlock Ave Ct Zip Code: 06508
 Email: _____ Phone #: (203) 901-6767
 Text messages? YES / NO

<p>1- Please choose the best option below to identify yourself: <i>Please circle one</i></p> <ul style="list-style-type: none"> <input checked="" type="radio"/> Parent or Guardian <input type="radio"/> Community Member <input type="radio"/> Educator <input type="radio"/> Student 	<p>2- How did you hear about ECPA? <i>Please circle all that apply.</i></p> <ul style="list-style-type: none"> <input type="radio"/> Email <input type="radio"/> Church <input checked="" type="radio"/> Word of Mouth <input type="radio"/> Website <input type="radio"/> School <input type="radio"/> Work <input type="radio"/> Informational Forum <input checked="" type="radio"/> Flyer/Brochure
<p>3- Please select the choice that most closely aligns with your feelings regarding opening an all-boys school: <i>Please circle one</i></p> <ul style="list-style-type: none"> <input type="radio"/> I have no interest <input type="radio"/> I have a small interest <input type="radio"/> I have a great interest <input checked="" type="radio"/> I am passionate about this opportunity and would like to be a part of a planning team or founding board. 	<p>4- What are the primary reasons for opening an all-boys charter school? <i>Please circle all that apply.</i></p> <ul style="list-style-type: none"> <input type="radio"/> Increase student achievement <input type="radio"/> Increase graduation rates <input type="radio"/> Increase post-secondary education attendance <input type="radio"/> Improve discipline <input type="radio"/> Unique school community <input type="radio"/> Increase parental involvement <input type="radio"/> Provide different course offerings <input type="radio"/> Provide different extracurricular offerings <input type="radio"/> None, I do not feel that a charter school should open in our community. <p><i>all ↑</i></p>
<p>5- Do you believe students enrolled in an all-boys charter school will make significant gains compared to their counterparts in district schools? <i>Please circle one</i></p> <ul style="list-style-type: none"> <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I'm unsure 	<p>6- Do you see ECP Academy for Young Men Charter School as a solution for re-engaging boys in their education? <i>Please circle one</i></p> <ul style="list-style-type: none"> <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I'm unsure

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First and Last Name: Robert D Funnie
 Address: 21 Glenview Jr Zip Code: 06515
 Email: _____ Phone #: _____
 Text messages? YES / NO _____

<p>1- Please choose the best option below to identify yourself: Please circle one</p> <ul style="list-style-type: none"> • Parent or Guardian • <u>Community Member</u> • Educator • Student 	<p>2- How did you hear about ECPA? Please circle all that apply.</p> <ul style="list-style-type: none"> • Email • Church • <u>Word of Mouth</u> • Website • School • Work • Informational Forum • Flyer/Brochure
<p>3- Please select the choice that most closely aligns with your feelings regarding opening an all-boys school: Please circle one</p> <ul style="list-style-type: none"> • I have no interest • I have a small interest • <u>I have a great interest</u> • I am passionate about this opportunity and would like to be a part of a planning team or founding board. 	<p>4- What are the primary reasons for opening an all-boys charter school? Please circle all that apply.</p> <ul style="list-style-type: none"> • <u>Increase student achievement</u> • <u>Increase graduation rates</u> • Increase post-secondary education attendance • Improve discipline • Unique school community • Increase parental involvement • Provide different course offerings • <u>Provide different extracurricular offerings</u> • None, I do not feel that a charter school should open in our community.
<p>5- Do you believe students enrolled in an all-boys charter school will make significant gains compared to their counterparts in district schools? Please circle one</p> <ul style="list-style-type: none"> • <u>Yes</u> • No • I'm unsure 	<p>6- Do you see ECP Academy for Young Men Charter School as a solution for re-engaging boys in their education? Please circle one</p> <ul style="list-style-type: none"> • <u>Yes</u> • No • I'm unsure

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First and Last Name: [Signature]

Address: 149 Shurely St

Zip Code: 06511

Email: ack

Phone #: [Signature]

Text messages? YES / NO

<p>1- Please choose the best option below to identify yourself: Please circle one</p> <ul style="list-style-type: none"> <input checked="" type="radio"/> Parent or Guardian <input type="radio"/> Community Member <input type="radio"/> Educator <input type="radio"/> Student 	<p>2- How did you hear about ECPA? Please circle all that apply.</p> <ul style="list-style-type: none"> <input type="radio"/> Email <input type="radio"/> Church <input checked="" type="radio"/> Word of Mouth <input type="radio"/> Website <input type="radio"/> School <input type="radio"/> Work <input type="radio"/> Informational Forum <input type="radio"/> Flyer/Brochure
<p>3- Please select the choice that most closely aligns with your feelings regarding opening an all-boys school: Please circle one</p> <ul style="list-style-type: none"> <input type="radio"/> I have no interest <input type="radio"/> I have a small interest <input checked="" type="radio"/> I have a great interest <input type="radio"/> I am passionate about this opportunity and would like to be a part of a planning team or founding board. 	<p>4- What are the primary reasons for opening an all-boys charter school? Please circle all that apply.</p> <ul style="list-style-type: none"> <input type="radio"/> Increase student achievement <input type="radio"/> Increase graduation rates <input type="radio"/> Increase post-secondary education attendance <input checked="" type="radio"/> Improve discipline <input type="radio"/> Unique school community <input type="radio"/> Increase parental involvement <input type="radio"/> Provide different course offerings <input type="radio"/> Provide different extracurricular offerings <input type="radio"/> None, I do not feel that a charter school should open in our community.
<p>5- Do you believe students enrolled in an all-boys charter school will make significant gains compared to their counterparts in district schools? Please circle one</p> <ul style="list-style-type: none"> <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I'm unsure 	<p>6- Do you see ECP Academy for Young Men Charter School as a solution for re-engaging boys in their education? Please circle one</p> <ul style="list-style-type: none"> <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I'm unsure

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First and Last Name: Carol Suggs
 Address: 10 Lodge Zip Code: 06515
 Email: _____ Phone #: 495-800-6575
 Text messages? YES / NO

<p>1- Please choose the best option below to identify yourself: <i>Please circle one</i></p> <ul style="list-style-type: none"> • <u>Parent or Guardian</u> • Community Member • Educator • Student 	<p>2- How did you hear about ECPA? <i>Please circle all that apply.</i></p> <ul style="list-style-type: none"> • Email • Church • <u>Word of Mouth</u> • Website • School • Work • Informational Forum • Flyer/Brochure
<p>3- Please select the choice that most closely aligns with your feelings regarding opening an all-boys school: <i>Please circle one</i></p> <ul style="list-style-type: none"> • I have no interest • <u>I have a small interest</u> • I have a great interest • I am passionate about this opportunity and would like to be a part of a planning team or founding board. 	<p>4- What are the primary reasons for opening an all-boys charter school? <i>Please circle all that apply.</i></p> <ul style="list-style-type: none"> • Increase student achievement • <u>Increase graduation rates</u> • Increase post-secondary education attendance • Improve discipline • Unique school community • Increase parental involvement • Provide different course offerings • Provide different extracurricular offerings • None, I do not feel that a charter school should open in our community.
<p>5- Do you believe students enrolled in an all-boys charter school will make significant gains compared to their counterparts in district schools? <i>Please circle one</i></p> <ul style="list-style-type: none"> • <u>Yes</u> • No • I'm unsure 	<p>6- Do you see ECP Academy for Young Men Charter School as a solution for re-engaging boys in their education? <i>Please circle one</i></p> <ul style="list-style-type: none"> • <u>Yes</u> • No • I'm unsure

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First and Last Name: Harold Tonnage

Address: 452 Dixwell Ave CT

Zip Code: 06511

Email: _____

Phone #: 203435-2777

Text messages? YES / NO ✓

<p>1- Please choose the best option below to identify yourself: Please circle one</p> <ul style="list-style-type: none"> <input checked="" type="radio"/> Parent or Guardian <input type="radio"/> Community Member <input type="radio"/> Educator <input type="radio"/> Student 	<p>2- How did you hear about ECPA? Please circle all that apply.</p> <ul style="list-style-type: none"> <input type="radio"/> Email <input checked="" type="radio"/> Church <input type="radio"/> Word of Mouth <input type="radio"/> Website <input type="radio"/> School <input type="radio"/> Work <input checked="" type="radio"/> Informational Forum <input type="radio"/> Flyer/Brochure
<p>3- Please select the choice that most closely aligns with your feelings regarding opening an all-boys school: Please circle one</p> <ul style="list-style-type: none"> <input type="radio"/> I have no interest <input type="radio"/> I have a small interest <input type="radio"/> I have a great interest <input checked="" type="radio"/> I am passionate about this opportunity and would like to be a part of a planning team or founding board. 	<p>4- What are the primary reasons for opening an all-boys charter school? Please circle all that apply.</p> <ul style="list-style-type: none"> <input checked="" type="radio"/> Increase student achievement <input checked="" type="radio"/> Increase graduation rates <input checked="" type="radio"/> Increase post-secondary education attendance <input checked="" type="radio"/> Improve discipline <input checked="" type="radio"/> Unique school community <input checked="" type="radio"/> Increase parental involvement <input checked="" type="radio"/> Provide different course offerings <input checked="" type="radio"/> Provide different extracurricular offerings <input type="radio"/> None, I do not feel that a charter school should open in our community.
<p>5- Do you believe students enrolled in an all-boys charter school will make significant gains compared to their counterparts in district schools? Please circle one</p> <ul style="list-style-type: none"> <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I'm unsure 	<p>6- Do you see ECP Academy for Young Men Charter School as a solution for re-engaging boys in their education? Please circle one</p> <ul style="list-style-type: none"> <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I'm unsure

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First and Last Name: Ray Perry
 Address: 22 Parkside Dr Zip Code: 06515
 Email: roy5perry@gmail Phone #: _____
 Text messages? YES / NO

<p>1- Please choose the best option below to identify yourself: <i>Please circle one</i></p> <ul style="list-style-type: none"> <input checked="" type="radio"/> Parent or Guardian <input type="radio"/> Community Member <input type="radio"/> Educator <input type="radio"/> Student 	<p>2- How did you hear about ECPA? <i>Please circle all that apply.</i></p> <ul style="list-style-type: none"> <input type="radio"/> Email <input type="radio"/> Church <input checked="" type="radio"/> Word of Mouth <input type="radio"/> Website <input type="radio"/> School <input type="radio"/> Work <input type="radio"/> Informational Forum <input type="radio"/> Flyer/Brochure
<p>3- Please select the choice that most closely aligns with your feelings regarding opening an all-boys school: <i>Please circle one</i></p> <ul style="list-style-type: none"> <input type="radio"/> I have no interest <input type="radio"/> I have a small interest <input checked="" type="radio"/> I have a great interest <input type="radio"/> I am passionate about this opportunity and would like to be a part of a planning team or founding board. 	<p>4- What are the primary reasons for opening an all-boys charter school? <i>Please circle all that apply.</i></p> <ul style="list-style-type: none"> <input type="radio"/> Increase student achievement <input checked="" type="radio"/> Increase graduation rates <input checked="" type="radio"/> Increase post-secondary education attendance <input type="radio"/> Improve discipline <input type="radio"/> Unique school community <input type="radio"/> Increase parental involvement <input type="radio"/> Provide different course offerings <input type="radio"/> Provide different extracurricular offerings <input type="radio"/> None, I do not feel that a charter school should open in our community.
<p>5- Do you believe students enrolled in an all-boys charter school will make significant gains compared to their counterparts in district schools? <i>Please circle one</i></p> <ul style="list-style-type: none"> <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I'm unsure 	<p>6- Do you see ECP Academy for Young Men Charter School as a solution for re-engaging boys in their education? <i>Please circle one</i></p> <ul style="list-style-type: none"> <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I'm unsure

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First and Last Name: Jermaine Little
 Address: ~~203 Helen St~~ 203 Helen St Zip Code: 06514
 Email: Jermaine.Little7@gmail.com Phone #: _____
 Text messages? YES / NO

<p>1- Please choose the best option below to identify yourself: <i>Please circle one</i></p> <ul style="list-style-type: none"> • <u>Parent or Guardian</u> • Community Member • Educator • Student 	<p>2- How did you hear about ECPA? <i>Please circle all that apply.</i></p> <ul style="list-style-type: none"> • Email • Church • <u>Word of Mouth</u> • Website • School • Work • Informational Forum • Flyer/Brochure
<p>3- Please select the choice that most closely aligns with your feelings regarding opening an all-boys school: <i>Please circle one</i></p> <ul style="list-style-type: none"> • I have no interest • I have a small interest • <u>I have a great interest</u> • I am passionate about this opportunity and would like to be a part of a planning team or founding board. 	<p>4- What are the primary reasons for opening an all-boys charter school? <i>Please circle all that apply.</i></p> <ul style="list-style-type: none"> • Increase student achievement • <u>Increase graduation rates</u> • <u>Increase post-secondary education attendance</u> • <u>Improve discipline</u> • Unique school community • Increase parental involvement • Provide different course offerings • Provide different extracurricular offerings • None, I do not feel that a charter school should open in our community.
<p>5- Do you believe students enrolled in an all-boys charter school will make significant gains compared to their counterparts in district schools? <i>Please circle one</i></p> <ul style="list-style-type: none"> • <u>Yes</u> • No • I'm unsure 	<p>6- Do you see ECP Academy for Young Men Charter School as a solution for re-engaging boys in their education? <i>Please circle one</i></p> <ul style="list-style-type: none"> • <u>Yes</u> • No • I'm unsure

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First and Last Name: Jonathan Robinson
 Address: Albinger st Zip Code: 06511
 Email: N/A Phone #: (614) 625-9471
 Text messages? YES / NO

<p>1- Please choose the best option below to identify yourself: <i>Please circle one</i></p> <ul style="list-style-type: none"> <input checked="" type="radio"/> Parent or Guardian <input type="radio"/> Community Member <input type="radio"/> Educator <input type="radio"/> Student 	<p>2- How did you hear about ECPA? <i>Please circle all that apply.</i></p> <ul style="list-style-type: none"> <input type="radio"/> Email <input type="radio"/> Church <input checked="" type="radio"/> Word of Mouth <input type="radio"/> Website <input type="radio"/> School <input type="radio"/> Work <input type="radio"/> Informational Forum <input type="radio"/> Flyer/Brochure
<p>3- Please select the choice that most closely aligns with your feelings regarding opening an all-boys school: <i>Please circle one</i></p> <ul style="list-style-type: none"> <input type="radio"/> I have no interest <input type="radio"/> I have a small interest <input checked="" type="radio"/> I have a great interest <input type="radio"/> I am passionate about this opportunity and would like to be a part of a planning team or founding board. 	<p>4- What are the primary reasons for opening an all-boys charter school? <i>Please circle all that apply.</i></p> <ul style="list-style-type: none"> <input type="radio"/> Increase student achievement <input checked="" type="radio"/> Increase graduation rates <input checked="" type="radio"/> Increase post-secondary education attendance <input checked="" type="radio"/> Improve discipline <input type="radio"/> Unique school community <input type="radio"/> Increase parental involvement <input type="radio"/> Provide different course offerings <input type="radio"/> Provide different extracurricular offerings <input type="radio"/> None, I do not feel that a charter school should open in our community.
<p>5- Do you believe students enrolled in an all-boys charter school will make significant gains compared to their counterparts in district schools? <i>Please circle one</i></p> <ul style="list-style-type: none"> <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I'm unsure 	<p>6- Do you see ECP Academy for Young Men Charter School as a solution for re-engaging boys in their education? <i>Please circle one</i></p> <ul style="list-style-type: none"> <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I'm unsure

Edmonds-Cofield Preparatory Academy for Young Men Charter School Interest Survey

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First and Last Name: Crystal Doak

Address: 137 Rock Creek Rd Zip Code: 06515

Email: Mommiof3x0@gmail.com Phone #: 203 440-8392
Text messages? YES/NO

<p>1- Please choose the best option below to identify yourself: Please circle one</p> <ul style="list-style-type: none"> <input checked="" type="radio"/> Parent or Guardian <input type="radio"/> Community Member <input type="radio"/> Educator <input type="radio"/> Student 	<p>2- How did you hear about ECPA? Please circle all that apply.</p> <ul style="list-style-type: none"> <input type="radio"/> Email <input type="radio"/> Church <input checked="" type="radio"/> Word of Mouth <input type="radio"/> Website <input type="radio"/> School <input type="radio"/> Work <input type="radio"/> Informational Forum <input type="radio"/> Flyer/Brochure
<p>3- Please select the choice that most closely aligns with your feelings regarding opening an all-boys school: Please circle one</p> <ul style="list-style-type: none"> <input checked="" type="radio"/> I have no interest <input type="radio"/> I have a small interest <input type="radio"/> I have a great interest <input type="radio"/> I am passionate about this opportunity and would like to be a part of a planning team or founding board. 	<p>4- What are the primary reasons for opening an all-boys charter school? Please circle all that apply.</p> <ul style="list-style-type: none"> <input checked="" type="radio"/> Increase student achievement <input checked="" type="radio"/> Increase graduation rates <input type="radio"/> Increase post-secondary education attendance <input checked="" type="radio"/> Improve discipline <input type="radio"/> Unique school community <input type="radio"/> Increase parental involvement <input type="radio"/> Provide different course offerings <input type="radio"/> Provide different extracurricular offerings <input type="radio"/> None, I do not feel that a charter school should open in our community.
<p>5- Do you believe students enrolled in an all-boys charter school will make significant gains compared to their counterparts in district schools? Please circle one</p> <ul style="list-style-type: none"> <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I'm unsure 	<p>6- Do you see ECP Academy for Young Men Charter School as a solution for re-engaging boys in their education? Please circle one</p> <ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> I'm unsure

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First and Last Name: Nadia Eldridge
 Address: 81 Ellsworth Ave Zip Code: 06511
 Email: ne.eldridge87@yahoo.com Phone # (203) 710-8812
 Text messages? YES NO

<p>1- Please choose the best option below to identify yourself: Please circle one</p> <ul style="list-style-type: none"> <input checked="" type="radio"/> Parent or Guardian <input type="radio"/> Community Member <input type="radio"/> Educator <input type="radio"/> Student 	<p>2- How did you hear about ECPA? Please circle all that apply.</p> <ul style="list-style-type: none"> <input type="radio"/> Email <input type="radio"/> Church <input checked="" type="radio"/> Word of Mouth <input type="radio"/> Website <input type="radio"/> School <input type="radio"/> Work <input type="radio"/> Informational Forum <input type="radio"/> Flyer/Brochure
<p>3- Please select the choice that most closely aligns with your feelings regarding opening an all-boys school: Please circle one</p> <ul style="list-style-type: none"> <input type="radio"/> I have no interest <input type="radio"/> I have a small interest <input checked="" type="radio"/> I have a great interest <input type="radio"/> I am passionate about this opportunity and would like to be a part of a planning team or founding board. 	<p>4- What are the primary reasons for opening an all-boys charter school? Please circle all that apply.</p> <ul style="list-style-type: none"> <input checked="" type="radio"/> Increase student achievement <input checked="" type="radio"/> Increase graduation rates <input checked="" type="radio"/> Increase post-secondary education attendance <input checked="" type="radio"/> Improve discipline <input checked="" type="radio"/> Unique school community <input checked="" type="radio"/> Increase parental involvement <input checked="" type="radio"/> Provide different course offerings <input checked="" type="radio"/> Provide different extracurricular offerings <input type="radio"/> None, I do not feel that a charter school should open in our community.
<p>5- Do you believe students enrolled in an all-boys charter school will make significant gains compared to their counterparts in district schools? Please circle one</p> <ul style="list-style-type: none"> <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I'm unsure 	<p>6- Do you see ECP Academy for Young Men Charter School as a solution for re-engaging boys in their education? Please circle one</p> <ul style="list-style-type: none"> <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I'm unsure

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First and Last Name: Makeshu Grier

Address: 95 RockCreekRd Zip Code: 06515

Email: Makeshugrier4@gmail.com Phone #: (413) 923-0288
Text messages? YES / NO

<p>1- Please choose the best option below to identify yourself: Please circle one</p> <ul style="list-style-type: none"> <input checked="" type="radio"/> Parent or Guardian <input type="radio"/> Community Member <input type="radio"/> Educator <input type="radio"/> Student 	<p>2- How did you hear about ECPA? Please circle all that apply.</p> <ul style="list-style-type: none"> <input type="radio"/> Email <input type="radio"/> Church <input checked="" type="radio"/> Word of Mouth <input type="radio"/> Website <input type="radio"/> School <input type="radio"/> Work <input type="radio"/> Informational Forum <input checked="" type="radio"/> Flyer/Brochure
<p>3- Please select the choice that most closely aligns with your feelings regarding opening an all-boys school: Please circle one</p> <ul style="list-style-type: none"> <input type="radio"/> I have no interest <input type="radio"/> I have a small interest <input checked="" type="radio"/> I have a great interest <input checked="" type="radio"/> I am passionate about this opportunity and would like to be a part of a planning team or founding board. 	<p>4- What are the primary reasons for opening an all-boys charter school? Please circle all that apply.</p> <ul style="list-style-type: none"> <input type="radio"/> Increase student achievement <input type="radio"/> Increase graduation rates <input type="radio"/> Increase post-secondary education attendance <input type="radio"/> Improve discipline <input type="radio"/> Unique school community <input type="radio"/> Increase parental involvement <input type="radio"/> Provide different course offerings <input type="radio"/> Provide different extracurricular offerings <input type="radio"/> None, I do not feel that a charter school should open in our community. <p><u>All The Above</u></p>
<p>5- Do you believe students enrolled in an all-boys charter school will make significant gains compared to their counterparts in district schools? Please circle one</p> <ul style="list-style-type: none"> <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I'm unsure 	<p>6- Do you see ECP Academy for Young Men Charter School as a solution for re-engaging boys in their education? Please circle one</p> <ul style="list-style-type: none"> <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I'm unsure

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First and Last Name: John Davis
 Address: 283 Greenwich Zip Code: 06519
 Email: John.W.Davis@gmail.com Phone #: 203-435-1950
 Text messages? YES / NO

<p>1- Please choose the best option below to identify yourself: <i>Please circle one</i></p> <ul style="list-style-type: none"> • Parent or Guardian • Community Member • Educator • Student 	<p>2- How did you hear about ECPA? <i>Please circle all that apply.</i></p> <ul style="list-style-type: none"> • Email • Church • Word of Mouth • Website • School • Work • Informational Forum • Flyer/Brochure
<p>3- Please select the choice that most closely aligns with your feelings regarding opening an all-boys school: <i>Please circle one</i></p> <ul style="list-style-type: none"> • I have no interest • I have a small interest • I have a great interest • I am passionate about this opportunity and would like to be a part of a planning team or founding board. 	<p>4- What are the primary reasons for opening an all-boys charter school? <i>Please circle all that apply.</i></p> <ul style="list-style-type: none"> • Increase student achievement • Increase graduation rates • Increase post-secondary education attendance • Improve discipline • Unique school community • Increase parental involvement • Provide different course offerings • Provide different extracurricular offerings • None, I do not feel that a charter school should open in our community.
<p>5- Do you believe students enrolled in an all-boys charter school will make significant gains compared to their counterparts in district schools? <i>Please circle one</i></p> <ul style="list-style-type: none"> • Yes • No • I'm unsure 	<p>6- Do you see ECP Academy for Young Men Charter School as a solution for re-engaging boys in their education? <i>Please circle one</i></p> <ul style="list-style-type: none"> • Yes • No • I'm unsure

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First and Last Name: BONNIE L. MEIKS JR
 Address: 80 DAVIS ST Zip Code: 06515
 Email: _____ Phone #: (203) 668-1410
 Text messages? YES / NO

<p>1- Please choose the best option below to identify yourself. <i>Please circle one</i></p> <ul style="list-style-type: none"> • Parent or Guardian • Community Member • <input checked="" type="radio"/> Educator • Student 	<p>2- How did you hear about ECPA? <i>Please circle all that apply.</i></p> <ul style="list-style-type: none"> • Email • Church • <input checked="" type="radio"/> Word of Mouth • Website • School • Work • Informational Forum • Flyer/Brochure
<p>3- Please select the choice that most closely aligns with your feelings regarding opening an all-boys school: <i>Please circle one</i></p> <ul style="list-style-type: none"> • I have no interest • I have a small interest • I have a great interest • <input checked="" type="radio"/> I am passionate about this opportunity and would like to be a part of a planning team or founding board. 	<p>4- What are the primary reasons for opening an all-boys charter school? <i>Please circle all that apply.</i></p> <ul style="list-style-type: none"> • <input checked="" type="radio"/> Increase student achievement • <input checked="" type="radio"/> Increase graduation rates • <input checked="" type="radio"/> Increase post-secondary education attendance • <input checked="" type="radio"/> Improve discipline • <input checked="" type="radio"/> Unique school community • <input checked="" type="radio"/> Increase parental involvement • <input checked="" type="radio"/> Provide different course offerings • <input checked="" type="radio"/> Provide different extracurricular offerings • None, I do not feel that a charter school should open in our community.
<p>5- Do you believe students enrolled in an all-boys charter school will make significant gains compared to their counterparts in district schools? <i>Please circle one</i></p> <ul style="list-style-type: none"> • <input checked="" type="radio"/> Yes • No • I'm unsure 	<p>6- Do you see ECP Academy for Young Men Charter School as a solution for re-engaging boys in their education? <i>Please circle one</i></p> <ul style="list-style-type: none"> • <input checked="" type="radio"/> Yes • No • I'm unsure

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First and Last Name: Hunter Jaynes

Address: 672 Elm St Zip Code: 06511

Email: _____ Phone #: _____

Text messages? YES / NO

<p>1- Please choose the best option below to identify yourself. Please circle one</p> <ul style="list-style-type: none"> • <u>Parent or Guardian</u> • Community Member • Educator • Student 	<p>2- How did you hear about ECPA? Please circle all that apply.</p> <ul style="list-style-type: none"> • Email • Church • <u>Word of Mouth</u> • Website • School • Work • Informational Forum • Flyer/Brochure
<p>3- Please select the choice that most closely aligns with your feelings regarding opening an all-boys school: Please circle one</p> <ul style="list-style-type: none"> • I have no interest • I have a small interest • <u>I have a great interest</u> • I am passionate about this opportunity and would like to be a part of a planning team or founding board. 	<p>4- What are the primary reasons for opening an all-boys charter school? Please circle all that apply.</p> <ul style="list-style-type: none"> • Increase <u>student achievement</u> • <u>Increase graduation rates</u> • <u>Increase post-secondary education attendance</u> • Improve discipline • Unique school community • Increase parental involvement • Provide different course offerings • Provide different extracurricular offerings • None, I do not feel that a charter school should open in our community.
<p>5- Do you believe students enrolled in an all-boys charter school will make significant gains compared to their counterparts in district schools? Please circle one</p> <ul style="list-style-type: none"> • <u>Yes</u> • No • I'm unsure 	<p>6- Do you see ECP Academy for Young Men Charter School as a solution for re-engaging boys in their education? Please circle one</p> <ul style="list-style-type: none"> • <u>Yes</u> • No • I'm unsure

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First and Last Name: Nya Shannon

Address: 1302 State St. FL1

Zip Code: 06517

Email: Nya1975@gmail.com

Phone #: 203 916 9488

Text messages? YES/NO

<p>1- Please choose the best option below to identify yourself: Please circle one</p> <ul style="list-style-type: none"> • Parent or Guardian • <u>Community Member</u> • Educator • Student 	<p>2- How did you hear about ECPA? Please circle all that apply.</p> <ul style="list-style-type: none"> • Email • Church • <u>Word of Mouth</u> • Website • School • Work • Informational Forum • Flyer/Brochure
<p>3- Please select the choice that most closely aligns with your feelings regarding opening an all-boys school: Please circle one</p> <ul style="list-style-type: none"> • I have no interest • I have a small interest • <u>I have a great interest</u> • I am passionate about this opportunity and would like to be a part of a planning team or founding board. 	<p>4- What are the primary reasons for opening an all-boys charter school? Please circle all that apply.</p> <ul style="list-style-type: none"> • <u>Increase student achievement</u> • <u>Increase graduation rates</u> • Increase post-secondary education attendance • Improve discipline • <u>Unique school community</u> • Increase parental involvement • Provide different course offerings • Provide different extracurricular offerings • None, I do not feel that a charter school should open in our community.
<p>5- Do you believe students enrolled in an all-boys charter school will make significant gains compared to their counterparts in district schools? Please circle one</p> <ul style="list-style-type: none"> • <u>Yes</u> • No • I'm unsure 	<p>6- Do you see ECP Academy for Young Men Charter School as a solution for re-engaging boys in their education? Please circle one</p> <ul style="list-style-type: none"> • <u>Yes</u> • No • I'm unsure

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First and Last Name: Hasan Johnson
 Address: 12 Strong St Zip Code: 06515
 Email: HJohnsonFg@gmail.com Phone #: (203) 850-0742
 Text messages? YES/NO

<p>1- Please choose the best option below to identify yourself: <i>Please circle one</i></p> <ul style="list-style-type: none"> <input checked="" type="radio"/> Parent or Guardian <input type="radio"/> Community Member <input type="radio"/> Educator <input type="radio"/> Student 	<p>2- How did you hear about ECPA? <i>Please circle all that apply.</i></p> <ul style="list-style-type: none"> <input type="radio"/> Email <input type="radio"/> Church <input checked="" type="radio"/> Word of Mouth <input type="radio"/> Website <input type="radio"/> School <input type="radio"/> Work <input type="radio"/> Informational Forum <input type="radio"/> Flyer/Brochure
<p>3- Please select the choice that most closely aligns with your feelings regarding opening an all-boys school: <i>Please circle one</i></p> <ul style="list-style-type: none"> <input type="radio"/> I have no interest <input type="radio"/> I have a small interest <input checked="" type="radio"/> I have a great interest <input type="radio"/> I am passionate about this opportunity and would like to be a part of a planning team or founding board. 	<p>4- What are the primary reasons for opening an all-boys charter school? <i>Please circle all that apply.</i></p> <ul style="list-style-type: none"> <input type="radio"/> Increase student achievement <input type="radio"/> Increase graduation rates <input checked="" type="radio"/> Increase post-secondary education attendance <input type="radio"/> Improve discipline <input checked="" type="radio"/> Unique school community <input checked="" type="radio"/> Increase parental involvement <input checked="" type="radio"/> Provide different course offerings <input checked="" type="radio"/> Provide different extracurricular offerings <input type="radio"/> None, I do not feel that a charter school should open in our community.
<p>5- Do you believe students enrolled in an all-boys charter school will make significant gains compared to their counterparts in district schools? <i>Please circle one</i></p> <ul style="list-style-type: none"> <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I'm unsure 	<p>6- Do you see ECP Academy for Young Men Charter School as a solution for re-engaging boys in their education? <i>Please circle one</i></p> <ul style="list-style-type: none"> <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I'm unsure

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First and Last Name: Andre T Thomas

Address: 63- Anthony Street Zip Code: 06515

Email: _____ Phone #: 203-243-5498
Text messages? YES / NO

<p>1- Please choose the best option below to identify yourself: Please circle one</p> <ul style="list-style-type: none"> • Parent or Guardian <input checked="" type="radio"/> Community Member • Educator • Student 	<p>2- How did you hear about ECPA? Please circle all that apply.</p> <ul style="list-style-type: none"> • Email • Church • Word of Mouth • Website • School • Work <input checked="" type="radio"/> Informational Forum • Flyer/Brochure
<p>3- Please select the choice that most closely aligns with your feelings regarding opening an all-boys school: Please circle one</p> <ul style="list-style-type: none"> • I have no interest <input checked="" type="radio"/> I have a small interest <input checked="" type="radio"/> I have a great interest • I am passionate about this opportunity and would like to be a part of a planning team or founding board. 	<p>4- What are the primary reasons for opening an all-boys charter school? Please circle all that apply.</p> <ul style="list-style-type: none"> • Increase student achievement <input checked="" type="radio"/> Increase graduation rates • Increase post-secondary education attendance • Improve discipline • Unique school community • Increase parental involvement • Provide different course offerings • Provide different extracurricular offerings • None, I do not feel that a charter school should open in our community.
<p>5- Do you believe students enrolled in an all-boys charter school will make significant gains compared to their counterparts in district schools? Please circle one</p> <ul style="list-style-type: none"> <input checked="" type="radio"/> Yes • No • I'm unsure 	<p>6- Do you see ECP Academy for Young Men Charter School as a solution for re-engaging boys in their education? Please circle one</p> <ul style="list-style-type: none"> <input checked="" type="radio"/> Yes • No • I'm unsure

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First and Last Name: Timothy Thomas

Address: 66 Gilbert Ave Zip Code: 06511

Email: allenthomas994@gmail.com Phone #: 475-331-2882
Text messages? YES / NO

<p>1- Please choose the best option below to identify yourself: Please circle one</p> <ul style="list-style-type: none"> <input checked="" type="radio"/> Parent or Guardian <input type="radio"/> Community Member <input type="radio"/> Educator <input type="radio"/> Student 	<p>2- How did you hear about ECPA? Please circle all that apply.</p> <ul style="list-style-type: none"> <input type="radio"/> Email <input type="radio"/> Church <input checked="" type="radio"/> Word of Mouth <input type="radio"/> Website <input type="radio"/> School <input type="radio"/> Work <input type="radio"/> Informational Forum <input type="radio"/> Flyer/Brochure
<p>3- Please select the choice that most closely aligns with your feelings regarding opening an all-boys school: Please circle one</p> <ul style="list-style-type: none"> <input type="radio"/> I have no interest <input type="radio"/> I have a small interest <input checked="" type="radio"/> I have a great interest <input type="radio"/> I am passionate about this opportunity and would like to be a part of a planning team or founding board. 	<p>4- What are the primary reasons for opening an all-boys charter school? Please circle all that apply.</p> <ul style="list-style-type: none"> <input checked="" type="radio"/> Increase student achievement <input checked="" type="radio"/> Increase graduation rates <input type="radio"/> Increase post-secondary education attendance <input type="radio"/> Improve discipline <input type="radio"/> Unique school community <input checked="" type="radio"/> Increase parental involvement <input checked="" type="radio"/> Provide different course offerings <input type="radio"/> Provide different extracurricular offerings <input type="radio"/> None, I do not feel that a charter school should open in our community.
<p>5- Do you believe students enrolled in an all-boys charter school will make significant gains compared to their counterparts in district schools? Please circle one</p> <ul style="list-style-type: none"> <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I'm unsure 	<p>6- Do you see ECP Academy for Young Men Charter School as a solution for re-engaging boys in their education? Please circle one</p> <ul style="list-style-type: none"> <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I'm unsure

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First and Last Name: Victor Tok
 Address: 142 Willard St. Zip Code: 06515
 Email: victor70@gmail.com Phone #: 203 887 4267
 Text messages? YES / NO

<p>1- Please choose the best option below to identify yourself: Please circle one</p> <ul style="list-style-type: none"> <input checked="" type="radio"/> Parent or Guardian <input type="radio"/> Community Member <input type="radio"/> Educator <input type="radio"/> Student 	<p>2- How did you hear about ECPA? Please circle all that apply.</p> <ul style="list-style-type: none"> <input type="radio"/> Email <input type="radio"/> Church <input checked="" type="radio"/> Word of Mouth <input type="radio"/> Website <input type="radio"/> School <input type="radio"/> Work <input type="radio"/> Informational Forum <input type="radio"/> Flyer/Brochure
<p>3- Please select the choice that most closely aligns with your feelings regarding opening an all-boys school: Please circle one</p> <ul style="list-style-type: none"> <input type="radio"/> I have no interest <input type="radio"/> I have a small interest <input checked="" type="radio"/> I have a great interest <input type="radio"/> I am passionate about this opportunity and would like to be a part of a planning team or founding board. 	<p>4- What are the primary reasons for opening an all-boys charter school? Please circle all that apply.</p> <ul style="list-style-type: none"> <input checked="" type="radio"/> Increase student achievement <input checked="" type="radio"/> Increase graduation rates <input checked="" type="radio"/> Increase post-secondary education attendance <input checked="" type="radio"/> Improve discipline <input checked="" type="radio"/> Unique school community <input checked="" type="radio"/> Increase parental involvement <input checked="" type="radio"/> Provide different course offerings <input checked="" type="radio"/> Provide different extracurricular offerings <input type="radio"/> None, I do not feel that a charter school should open in our community.
<p>5- Do you believe students enrolled in an all-boys charter school will make significant gains compared to their counterparts in district schools? Please circle one</p> <ul style="list-style-type: none"> <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I'm unsure 	<p>6- Do you see ECP Academy for Young Men Charter School as a solution for re-engaging boys in their education? Please circle one</p> <ul style="list-style-type: none"> <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I'm unsure

Appendix F: Student Discipline Policy

I. General

Edmund Cofield Prep is a learning environment centered around student behavior management and founded on self-determination, through which ALL young men can achieve. We aim to engage the young men at different levels to promote achievement and imbue them with real world skills.

Our students are encouraged to acquire learning habits that provide a strong foundation for continued future academic achievement in high school and beyond. Our education model addresses social and emotional needs together with academic and intellectual requirements. Discipline is viewed as restorative, and has the goal of developing self-awareness, empathy, and the coping skills required to avoid and/or resolve problems or conflicts. Every moment at school is a teachable moment, and the learning environment is seen as sacred. Staff will embrace a proactive approach that promotes social-emotional growth and deploys restorative practices to develop character and establish a safe climate.

The young men can depend on predictability and reliability when speaking with adults at EC Prep. Their relationships with role models among staff members establish a safe open dialogue to discuss their various needs and problem-solve to better equip them to address challenging circumstances.

The leadership team will provide a unified vision and collaborate with personnel to establish a positive school culture that builds self-management, reflection, problem-solving, and relationship building skills. Each of these components is critical in order to promote an appropriate and respectful environment.

EC Prep aims to foster thought provoking and reflective conversations that will help young men:

1. Think through decisions
2. Be aware of their choices, and
3. Recognize positive and negative consequences from the choice they made or need to make.

This is reinforced by the use of a common language and vocabulary to promote delivery of uniform, healthy messages.

The EC Prep House system reinforces the ability of young men to visualize direct links between actions and consequences as they are awarded or lose points on behalf of their Houses. Teachers engage young men on a daily basis via recognition and awards. As young men practice the values learned through class discussions and foster prosocial behaviors and healthy relationships, they earn points for themselves and their Houses. This shows them how to shine individually but underscores how rewarding it is to shine as a team, collectively. As thought-partners, teachers reinforce values and highlight model young men through classroom recognitions, school-wide assemblies, and informal moments of praise, but competing for such recognition allows each student's House to grow its reputation within the school and in the community.

EC Prep is a uniform school and promotes a culture that teaches about the importance of attire in relation to context. The dress code is strictly adhered to and reflects the positive relationship

between student attire, achievement, attitude, and behavior. It serves to build a sense of purpose through school culture, and the distinguishing features that identify House reflect a sense of pride, professionalism, and dignity. The Student Handbook will further delineate the dress code.

II. STUDENT DISCIPLINE ACTIONS

EC Prep's discipline code of conduct and resulting policy consists of a hierarchy of levels of infractions and options for intervention, which may be modified from time to time by the Executive Director or Governing Council, subject to approval from the Charter Authorizer. It is modeled on the New Haven Public Schools Code of Conduct adopted in February 2021, Connecticut Education Laws, CSDE's Guidelines for In-School and Out-of-School Suspensions, and all local, state, and federal regulations applicable to Connecticut public schools. Behavior that is disruptive to the learning process is immediately addressed. Students with chronic behavioral issues who have not responded to classroom teacher management techniques, or students considered in-crisis, will be pro-actively engaged.

EC Prep's policies will reflect the school's high expectations for school conduct with complete transparency. The Student Discipline Policy parallels that of New Haven Public Schools, and is designed to ensure that:

1. expectations are fair, age appropriate and consistent across all classes.
2. behavioral expectations protect and support the educational process and every young man's right to an education.
3. all young men understand the behaviors expected of them, and
4. all young men understand what will happen if they engage in behaviors that harm others and/or disrupt the learning environment.

We will use a clear, coherent, and logical progression of interventions supported by appropriate disciplinary and other responses, including clear instructions on how decisions can be appealed.

1. Definitions (*for purposes of this Policy*):

- "*Short-term suspension*" refers to the removal of a student from school for disciplinary reasons for a period of ten or fewer days;
- "*Long-term suspension*" refers to the removal of a student from school for disciplinary reasons for a period of more than ten days; and
- "*Expulsion*" refers to the permanent removal of a student from school for disciplinary reasons.

Hierarchy levels refer to the following (see below for examples of each level):

Level 1 – Minor: Uncooperative or Non-compliant behavior – includes unexcused absences, tardiness, violating dress code, being verbally disrespectful, misusing school or other students' belongings, leaving class without permission, inappropriate physical contact.

Level 2 – Intermediate: Disruptive behavior – includes minor physical altercations, defying reasonable requests from school staff, inappropriate touching, knowingly taking other's property, aggressive behavior that results in minor injuries, bullying in any form, harassment, intimidation.

Level 3 – Major 1: Aggressive behavior (threatening or causing harm) – includes activating the fire alarm without cause, recklessness which causes injury, creating a situation that creates

substantial risk or injury, taking property without authorization, involvement in or causing physical altercations, utilizing common objects as weapons (i.e. pencils, belts, furniture).

Level 4 – Major 2: Violent behavior (dangerous to self/others) – includes threatening to use force to take property, participating in group violence, physical sexual aggression, inflicting injury through extreme force, distributing weapons or drugs, possession or use of a firearm.

Options for intervention refer to the following:

- Parent outreach
- (Functional) Behavior Plan
- Social Worker / Guidance conferencing
- Counseling (single/group)
- Mentoring (assigned 1:1)
- Modification of student placement or environment

Levels 3 & 4 or Repeated offenses at Levels 1&2

- Referral to community-based support organizations
- Executive Director/Parent/Student Conference
- Short term Suspension (1-5 / 6-10 days)
- Long term Suspension
- Expulsion

2. In-School Disciplinary Matters

These are referred to the Executive Director or designee (Executive Director), who administers the policy. In each case, the teachers and/or Executive Director implement these steps:

- The staff member addresses the conduct (including describing the infraction(s) and hearing the student's version of events) and writes up the infraction for the Executive Director.
- The student is removed from class, only if necessary.
- The Executive Director notifies the parent/guardian of the offense and describes the restorative choice(s) or consequence(s) to be administered.
- The Executive Director schedules a meeting with the parent/guardian to discuss the infractions and collaborative steps each will engage in toward influencing habits of success.
- The teacher or Executive Director may assign one or more In-School Disciplinary measures for violating this Code of Conduct.

EC Prep follows **due process** procedures consistent with *all applicable laws* as described below. Restorative approaches should be considered and previous restorative applications should be documented prior to suspension. In-school suspension may be used, where needed for safety, protection of those harmed, or the short-term prevention of further disruption. Suspension from school or transportation services may be used for safety concerns or to protect person(s) from further harm. The length of suspension is determined by the need for safety or protection, the nature of the behavior and the number of previous instances of harmful or disruptive acts. During any period of suspension pending application of a restorative practices process, students lose all privileges pertaining to extracurricular events and activities. Any further loss of privileges would be determined through the restorative practices process.

3. Behavior regarded as an infraction, by Level:

Level 1: Minor Behaviors that Affect Others Negatively.

Definition: These include disruptive or harmful behaviors that impact the learning environment, including conflict among young men. These do not include safety risk, damage to property, or physical harm to self or others. They are generally resolved through restorative interventions but are considered Level 1 when they persist. For example, continued use of profane, obscene or vulgar language or gestures may be classed Level 1 based on severity and frequency, if they cannot be mitigated through restorative interventions, including discussions with family and other House members.

Response: The teacher or staff person will request a Level 1 classification from School Leadership, notify the parent(s)/guardian(s) about the behavior and take action(s). The Edmund Cofield administration will assist with improving the student – teacher (or student- staff member) relationship and promoting a positive educational environment. Examples include, but are not limited to:

- Use of informal restorative practices
- Harm circle process
- Formal restorative conference to repair harm and /or repair relationships (always includes the person(s) harmed and the person who committed the harm)
- Consultation with parent(s)/guardian(s)

Level 2: Intermediate Behaviors that Affect Others Negatively

Definition: This includes behavior that substantially disrupts the educational environment and has the potential to place the safety and security of students, teachers, and staff at risk. This can include chronic level 1 behaviors that have not responded to restorative approaches (three or more reports of level 1 behaviors within a relatively short period of time) and actions which compromise the integrity of students or the school. Intermediate behaviors include without being limited to:

- cheating on tests or on academic assignments, including plagiarism (copying the work or ideas of another)
- serious and intentional disruption of a school activity
- harassing behavior targeting another student, teacher, or staff member whether verbal, physical, written, or electronic.
- physical fighting by students
- minor vandalism (under \$100)
- using social media in ways that disrupt school activities or to embarrass or harass others
- distributing non-prescription medication, such as Tylenol, that is generally considered non-harmful.

Response: The teacher or staff person will request a Level 2 classification from School Leadership, notify the parent(s)/guardian(s) about the behavior(s) and action(s) taken. Responses are age appropriate, employ restorative practices, focus on preventing future incidents and on finding ways to repair any harm(s) caused by the disruptive or harmful behavior. They may include behavioral contracts, restitution and/or remediation, community service, and/or referral for supportive services. An outcome should be to promote relationships and support and develop positive social interactions, and to deepen the student – teacher (or student- staff member) relationship and enhance the educational environment. Interventions used parallel those described for Level 1.

Level 3: Major Disruptive or Harmful Behaviors 1

Definition: Major Disruptive or Harmful Behaviors 1 includes behavior that severely disrupts the educational environment, endangers students or staff, and/or causes significant damage to school property. This may result in referral to outside agencies such as the New Haven Juvenile Review Board, other social service or mental health agencies or programs, or as a last resort the police department. It may include chronic intermediate or Level 2 behaviors (three or more occurrences) that continue despite use of restorative approaches. Examples include, without being limited to:

- Alcohol or marijuana: the use, possession, sharing, or being under the influence
- Bullying and other forms of repeated harassment
- Distribution of a non-prescription medication for purposes not according to labeling
- Possession or use of illegal drugs or drug paraphernalia
- Electronic tampering: unauthorized access to information systems or unauthorized use of school or others' electronic equipment (including computers, fax machines, telephones, etc.)
- Physical fighting among students
- Distribution or possession of fireworks
- Hazing, also harassment based on gender, race, religion, disability, and other protected categories
- Indecent exposure
- Malicious threats of violence
- Possession of a common pocket knife or other weapon or dangerous instrument (other than a firearm, deadly weapon, or martial arts weapon)
- Organization, establishment, promotion, membership, participation in any secret society/related activity or wearing any secret society or gang logo in any way which disrupts the educational process.
- Sexual harassment
- Theft
- Trespassing
- Vandalism over \$100
- Other serious behaviors that result in harm or disruption to the educational environment which the Executive Director/designee reasonably believes fall within this category.

Response: To repair harm and prevent future behaviors that result in harm or disruption to the educational environment restorative processes should be utilized. Responses should be age appropriate, and notification of parent/guardian is required. Responses include without being limited to:

- Restorative conferencing that includes student's family/guardian
- Restorative conferencing for serious incidents may require outside adult assistance.
- Circle process
- Referral to a school-based restorative review board
- Referral to New Haven Juvenile Review Board or other support services
- Based on restorative process used and as determined by the restorative process, additional responses may include, without being limited to, assignment to an alternative educational program, restitution, community service, or referral/access to supportive services.
- Suspension (see in-school and out-of-school suspension in Code of Conduct)
- SSST or Youth Stat referral.

- Recommendation for expulsion may be appropriate, but only where instances of Major Disruptive or Harmful Behaviors result in serious harm or disruption to the educational environment.

Level 4: Major Disruptive or Harmful Behaviors II

Definition: This includes behavior that severely disrupts the educational environment, puts the safety and security of students and staff at risk, and/or leads to consequences defined by state law. It may include harm to self or others, and/or significant damage to school property, and can include referral to outside agencies such as 211, the police department, or New Haven Juvenile Review Board. Level 3 behaviors that have become chronic (three or more occurrences) may be deemed Level 4. Examples will be outlined in the Code of Conduct. They include, without being limited to:

- Alcohol or marijuana: sale or attempted sale (including substances represented as either)
- Arson
- Assault/Battery on a student(s) or on a staff member resulting in serious bodily harm
- False alarm: submitting or calling in a false alarm
- Bomb threat
- Illegal Drugs other than marijuana (including counterfeit): distribution, attempted distribution, sale, or attempted sale
- Explosives: willful possession of *Use of fireworks
- Firearms; the distribution, sale, attempted sale, use or willful possession
- Homicide
- Kidnapping
- Distribution of prescription medication or drugs to others
- Sexual assault
- Vandalism over \$1,000
- Vehicle Theft
- Weapon: the use or threatened use of a weapon or dangerous instrument against a person

Introduction of a foreign substance (toxic or harmful) into food or drink

Responses: To repair harm caused by and contributing to disruptive and harmful behavior and prevent future behaviors that result in harm or disruption to the educational environment restorative processes should be utilized. Responses should be age appropriate with immediate notification of parent/ guardian. Responses include, without being limited to:

- Restorative conferencing that includes student's family/guardian
- Referral to a school-based restorative review board
- Circle process
- Mediation, which may require external, experienced, adult mediators
- Referral to New Haven Juvenile Review Board or other support services
- Based on the restorative process used and as determined in the restorative process, additional responses may include, but not be limited to, assignment to an alternative educational program, restitution, community service, referral/access to supportive services
- Referral to SSST or Youth Start
- Suspension (see in-school and out-of-school suspension description below)
- Expulsion (see Section 4)

4. Suspensions and Expulsions

Short-Term Suspensions may be imposed by the Executive Director. If a student commits an offense that calls for short-term suspension, the following steps are taken:

- The student is immediately removed from class and/or school (if necessary).
- The parent and student are verbally informed of the accusation.
- The student is entitled to respond to the accusation.
- The parent/guardian is notified of the short-term suspension in writing. Written notice shall be provided by e-mail, personal delivery or express mail delivery to the last known address(es) of the parent/guardian as provided by them. Where possible, notification is also provided by telephone. Such notice provides a description of the incident(s) for which suspension is proposed and informs the parent/guardian of their right to request an appeal through an immediate informal conference with the Executive Director. Such notice and conference will be in the dominant language of communication used by the parent/guardian if known to be other than English.
- The school schedules a meeting with a parent/guardian to discuss the infractions and may reduce the penalty based upon clarification resulting from the meeting.
- The Executive Director's decision to impose a short-term suspension may be challenged by the parent/guardian in accordance with the charter school's complaint process, pursuant to applicable laws.

Long-Term Suspension and Expulsion may only be imposed by the Executive Director. If a student commits an offense that calls for long-term suspension or expulsion, the following steps are taken:

- The student is immediately removed from class and/or school (if necessary).
- The student is informed of the accusations against him or her.
- Upon determining that a student's action warrants a possible long-term suspension, the Executive Director informs the student and parent/guardian of the suspension and consideration for long-term suspension (or expulsion) and states the reasons. The notification is made by telephone, email, and personal delivery or express mail delivery to the student's last known address.
- The notice describes the incident(s) that resulted in the suspension and indicates that a formal hearing will be held that may result in a long-term suspension (or expulsion). The notice sets a hearing date and states that at the formal hearing the student has the right to be represented by counsel (at the student's/parent's own expense), present and question witnesses (if parental permission exists), examine witness statements, and present evidence.
- The Notice is in the dominant language of the parent/guardian if known.
- After the Executive Director, the Governing Council or a designated hearing officer hears the evidence, the Executive Director issues a written decision to be sent to the student, parent/guardian, Governing Council, and others as required. It is also included in the student's permanent record.
- If a parent/guardian or student wishes to appeal the decision, they must do so by notifying the Chair of the Governing Council in writing within 5 school days of postmark receipt of the written decision and in accordance with the EC Prep complaint process (provided in the Parent Handbook), in accordance with current applicable laws.

5. Suspension

Suspension from school or transportation services may be used for safety concerns and to protect against further harm but the young man must meet either Criterion 1 or 2 (per the NHSD Code of Conduct, page 18) to be considered for out of school suspension. The length of suspension is appropriate to the needs for safety or protection, the nature of the harmful behavior, and to the number of previous instances of such behavior. Previous restorative applications should be documented prior to suspension. During any period of suspension pending application of a restorative practices process, the student(s) lose all privileges pertaining to extracurricular events and activities. Any further loss of privileges would be determined through the restorative practices process.

Suspension from school or transportation services is required pending implementation of a restorative practices process or initiation of expulsion proceedings (which must meet the NHSD expulsion hearing process criteria). If the Executive Director determines that there are extenuating circumstances, the length of the suspension should be appropriate to the harmful behavior exhibited, to safety and protection of those who are harmed and others, and to the number of previous violations. Current and previous restorative applications with the young man will be documented and considered.

In-school suspension may be used, where needed for safety, protection of those who have been harmed, or prevention in the short term of further disruption. Unless conditions do not allow, time spent out of class will be limited and timed. The Executive Director/designee will use his/her discretion regarding the location and duration of the classroom removal. S/he will determine if the student can remain on school grounds safely for all individuals and school property, or if the misconduct warrants that the child be removed from school grounds during a time of suspension. The decision will be based on weighing the evidence and reviewing mitigating factors, in accordance with CSDE's Guidelines for in-school and out-of-school suspensions. In-school suspensions will take into consideration the following:

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

The Executive Director/designee has the right to invoke suspension for a period of up to 10 days with or without recommendation for expulsion, or in-school suspension for up to 5 days. Except in an emergency situation, prior to making this decision, the Executive Director/designee will provide verbal notice of the infraction(s), explain the evidence if the child denies the infraction(s), and give the child an opportunity to explain the situation. The parent/guardian will also be notified, and EC Prep will take all appropriate measures pursuant to school policies to provide continued instruction during the suspension.

All students and families have the right to due process and a formal hearing as a part of the disciplinary process as described in this discipline policy.

Students will be immediately notified of the charge and potential evidence. Parents will be contacted by phone if possible, and in writing within 24 hours, in their home language, if not English. The school will set a date for the hearing, and parents will be notified in writing within a reasonable timeframe. After the hearing, the Executive Director will issue a written decision

within 24 hours. Parents may appeal through a hearing with the Governing Council. If the misconduct is not a direct result of a disability, or if the student has not been classified as disabled, the school may proceed with a recommendation for expulsion, and the student will receive an alternative educational plan in accordance with the IEP. For the nondisabled student, EC Prep will coordinate with the local district to identify an alternative setting pending a formal hearing.

In cases where conduct could potentially lead to a suspension of more than 10 days or a recommendation for expulsion, particularly for a student with disabilities, the PPT, parent included, will convene to determine if the cause of the behavior is directly related to the student's disability. Such a student may be suspended for up to 10 days pending determination. If the misconduct is directly related to a disability, the PPT shall revise the student's IEP to prevent recurrence and ensure the safety of the other students and staff. If a parent requests a due process hearing, the student will remain in his interim placement pending the decision from the hearing and any subsequent judicial review. Students with disabilities may be assigned to a temporary alternative educational site for no more than 45 school days if the conduct involved sale or distribution of drugs or possession of a weapon. The temporary placement will be determined by the PPT.

Initiation of expulsion proceedings is required, based on state law, for possession of a firearm, dangerous weapon, dangerous instrument, or martial arts weapon or offering for sale or distribution a controlled substance. In other situations, the Executive Director may recommend initiation of expulsion proceedings for students in grades three through twelve based upon the seriousness of the behavior, any extenuating circumstances, and after review and documentation of previous restorative practice applications and a determination that those have not worked.

The Executive Director may alternatively refer the student to a restorative practices' alternative, including but not limited to the following:

- Restorative Conference Referral to New Haven Juvenile Review Board
- Referral to New Haven Youth Court
- Referral to SSST (Student Support Services Team)
- Referral to Youth Stat
- Emergency Psychiatric Services (211)
- Title 9 Coordinator

For students whose conduct warrants a long-term out-of-school suspension or expulsion, EC Prep will convene with the host district to determine an alternative educational placement.

Providing Services During Suspension: Alternative educational services are provided to a suspended student to the extent required by law. The school provides alternative instruction as soon as practicable, in general, no later than the day after the suspension is effective. Instruction is at a reasonable location and time of the school's choosing. Alternative instruction may include a blended learning model, is of sufficient duration to enable a student to cover all class material, take all tests and quizzes, keep pace with other students, and progress to the next grade level. Except for the brief time it would take for a student to re-enter another school, EC Prep may provide alternative instruction for expelled students.

III. DISCIPLINE POLICY FOR STUDENTS WITH DISABILITIES (SWD)

In the case of students with disabilities whose misconduct is not a manifestation of the child's disability, he will be disciplined in the same manner and duration as his nondisabled peers. In accordance with FAPE (Free and Appropriate Public Education) regulations and CSDE's guidelines, in-school suspensions will not count toward days of suspension or absence provided that the student is able to: return to class within the regulated timeframe, continue to participate in the general curriculum, continue to receive services as delineated on his IEP, and continue to participate in activities with nondisabled peers to the extent that he would have access in his regular instructional placement.

If the misconduct is a direct reflection of an identified or suspected disability, EC Prep will refer to the student's IEP, 504 plan, and/or Behavioral Intervention Plan (BIP) and the PPT for guidance. A manifestation determination must be conducted for expulsion or suspension for more than 10 consecutive school days, removal due to special circumstances, and any other change in placement. EC Prep will conduct a Functional Behavior Assessment (FBA) and implement a BIP, or review and modify the BIP if one already exists. EC Prep will ensure compliance with all federal, state, and local statutes, students' IEPs, 504 plans, and recommendations of the PPT to provide responsive discipline for students with disabilities, to include decisions pertaining to any suspensions and/or expulsions.

EC Prep will maintain written records of all infractions, particularly suspensions and expulsions. In cases where a student's IEP includes a BIP, the student is disciplined accordingly. The School coordinates with the PPT of the student's district of residence in cases if, for example, the infractions would mandate a suspension of 10 or more days, if there is cause to consider changes to a student's IEP/BIP, or if the infraction requires the provision of services during the student's removal for such offenses as drug or weapons charges. Parents are provided with the Procedural Safeguards, which inform the parents of their right to due process.

EC Prep will also comply with sections 34 CFR 300.530-300.536 of the Code of Federal Regulations ("CFR") and the following procedures, unless they are inconsistent with superseding governing federal law and regulations. In accordance with 300.534, a student for whom no specific disability has been identified, but for which a basis of knowledge exists through a prior school, school District of Residence or charter school, may request to be disciplined in accordance with these provisions.

EC Prep shall maintain records of all suspensions and expulsions of students with a disability, including the name of the student, a description of the behavior engaged in, the disciplinary action taken, and the number of days suspended or removed for disciplinary reasons. If a student identified as having a disability is suspended for a total of eight days during the school year, such student is immediately 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, as such suspensions may be viewed as 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 guardian notification and involvement. The PPT will be notified in the event of:

- 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 infraction resulting from the student's disability.
- 3) The commission of any infraction by a disabled student for which the Executive Director would seek to impose a long-term suspension had such infraction been committed by a non-disabled student and regardless of whether the student has previous suspensions during the school year if.

When the suspension or removal of an SWD constitutes a disciplinary change of placement, the PPT is immediately notified. This allows the PPT to meet its required obligations under IDEA/IDEIA 2004 including making a manifestation determination and FAPE requirements.

Providing Services During Suspension for SWDs follows the same process as for all other students removed for a period of fewer than ten days. Additional delivery options include video lessons, phone assistance, computer instruction, and temporary tutoring depending on grade level.

During any subsequent removal that, combined with previous removals equals ten or more school days during the school year, but does not constitute a change in placement, services must be provided to the extent determined necessary to enable appropriate progress in the general curriculum and in achieving the goals of an existing Individual Education Plan. In these cases, school personnel, in consultation with the child's special education teacher, shall make the service determination.

During any removal for drug or weapon offenses pursuant to 34 CFR §300.530(g) services are provided to the extent necessary to enable appropriate progress in the general curriculum and in achieving Individual Education Plan goals. These service determinations are made by the PPT of the student's District of Residence. Students are placed in interim alternative educational settings as appropriate per 34 CFR §300.520(g).

During any subsequent removal that *does* constitute a change in placement, but where the behavior is not 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 achieve the goals of his Individual Education Plan. The PPT of the student's District of Residence will make the service determination.

Due Process: If discipline resulting in a change in placement is contemplated for any student with an Individual Education Plan, the following steps are taken: (1) the guardian is notified by the Executive Director of the decision and provided the procedural safeguards notice no later than the date on which the decision is made to take such action; and (2) the PPT of the student's District of Residence and other qualified personnel meet to review the relationship between the child's disability and the behavior subject to the disciplinary action (according to PPT's availability). If, upon review, it is determined that the behavior was not a manifestation of the disability, then the student may be disciplined in the same manner as a student without a disability with consideration of services to SWDs during periods of suspension.

Guardians may request a hearing or appeal to challenge the manifestation determination or the interim alternative educational setting. Except as provided herein, students remain in their current educational placement pending determination of the hearing/appeal. If disciplinary action relates to weapons or drugs, SWDs 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 guardian and school agree otherwise.

Appendix G: Pre-Opening Plan

The pre-opening phase is crucial; unless carefully managed it can compromise Edmund Cofield Prep's success. The Founders have thought through each step and are pacing expenditures carefully according to budget constraints. Each Founder is committed to take the lead in their areas of expertise as soon as approval comes through, and Council members are being asked to do the same as they are nominated to serve. Table G-1 lists the activities to be undertaken.

The **proposed Chair** will understand the need for an active, hands-on leadership and support role.

- **Board-Creation:** This includes voting of positions, ratification of by-laws, review and ratification of school policies, and establishment of working committees. A schedule will be confirmed for the monthly meetings, tasks identified and time-frames with deadlines established. Board training will be scheduled. Gaps (if any) in the Board will be discussed, candidates with specific qualifications requested, and failing recommendations, a search initiated for suitable candidates.
- **Staffing:** This includes onboarding Edmund Cofield's Executive Director with majority Council Approval. The Chair will assist the Executive Director with the hiring process for school leaders placing ads, evaluating applications, conducting interviews and hiring for the first school year's leadership roles.
- **Committees:** The Chair will maintain contact with Committee leads and oversee timely progress on activities.

The **Proposed Vice-Chair** and **proposed Treasurer** will set up the finance committee, conduct a final validation of the Budget, identify and confirm the use of contracted accountants for the school, identify an independent auditor, set up bank accounts, develop expenditure tracking and payment systems, and finalize employee benefit packages.

The **proposed Council Secretary** will undertake a final legal review of the by-laws, handbooks, and other compliance related issues. This will include drafting a formal succession plan for the Council to review, as well as identifying evaluation tools for school leadership. The Secretary will file all necessary documents, including those for tax exemption for the school, and to apply for a suitable facility.

A Councilmember with real estate experience will finalize access to the properties agreed on by the Council, and will assess these with the Executive Director, help select a property, and finalize the process for leasing it. This Councilmember will work with the property owner to ensure build-out and services as described in the application.

A Councilmember will be tasked with creating a supportive “friend of Edmund Scofield Prep” not-for-profit and initiating fund-raising activities. This Councilmember will identify grants and funding opportunities, pending Council approval. At the same time, this Councilmember will work with a sub-committee to step up outreach, prepare a formalized Stakeholder Engagement Plan for approval, negotiate and finalize MOUs with partner organizations. This will cover all school marketing activities, with timetables, and needed resources.

The Executive Director, once on-boarded, will finalize all curriculum-related and pedagogical aspects of EC Prep, with support from the School Leadership, notably the Education Committee of the Council and will oversee all proposed instructional activities, to prepare these for Council Approval. Preparation will include defining all programs including for at risk students, EL/MLs, and others expected to attend the school.

Table 1-L: Pre-Opening Plan			
Activity	Start/End	Owner(s)	Notes
Oversight			
Abbreviations: ED = Executive Director POI = Program of Inquiry OM = Office Manager Summer Session = Summer school program			
File for 501(c)(3) status for school and state tax exemptions status	Charter Approval	Council, ED, Legal	Prepare Application Papers (Jan 2024) Obtain pro-bono legal counsel
Elect Council officers, ratify By-Laws, establish committees & Obtain D&O insurance	Charter Approval	Founding Council	First official Founder’s Council meeting will take place within 10 days of authorization <i>Establish Council recordkeeping</i>
Officially hire ED	Jan 1, 2024	Council	Stipend to be paid by CSP funds
Council training	Ongoing	Council, ED	General and Charter oversight, Academic programs thematic novels and Action Labs
Identify areas of need for Council	Ongoing	Council, ED, DOTL	Create job descriptions, recruit Council members
Finalize School Policies - Further develop, refine, and adopt by Council action	Charter Approval - Aug 2024	Council, ED, DOTL, Operations Director	Enrollment and Fiscal policy in place by end of Jan 2024 Other School policies by June 2024 Distribute to stakeholders and school’s website
Create compliance calendar	January 2024	Council, ED	ED will create school-based calendar
Create ED evaluation tools, goals and succession plan	Jan 2024 – June 2024	Council	Council creates Succession plans for self and ED, the ED creates for other leadership staff
Financial Operations			
Research fundraising and apply for public & private funding & grants	Ongoing	ED, Council, Outreach staff	Initial focus: CSP, local government i.e. Youth funding, Science (STEAM grants), Gates Foundation, Corporation grants
Connecticut/New Haven discretionary funding	Jan – Feb 14, 2024	Council, ED	TBD
Develop and approve final Year 1 budget	April -June 2024	ED, Council, Accountants	Make salary/hiring adjustments
Apply for Consolidated Title I Funds	July-Aug 2024	ED, Operations	
Set up financial/accounting systems	Jan & Jun 2024	ED, Council, OPs Accountants	
Establish banking	Charter Approval	ED/Council Treasurer	Two signatures required above threshold
Develop and finalize employee benefit package	February 2024	Council, Operations	
Contract independent CPA to audit	Jan-Feb 2024	ED, Council Treasurer	Financial systems audit Independent Accountants' Report completed in February

Establish all relevant financial systems	Jan-March 2024	Accountant, ED, Council treasurer	Payroll, billing, other disbursements as per internal controls
General Operations			
Begin the School Facility Process	Aug 2023 – Jan 2024	Council, ED	Provide documentation for available space
Secure Facility, Renovation: Identify needs, secure contractor, create time line	Charter Approval - ongoing	ED, Council, Leadership team	Work with NHPS to identify a facility and prepare for ongoing process
Officially Hire Operations and Outreach managers	Mar 1, 2024	ED	Part of ED and Operations stipends to cover Outreach
Finalize performance goals and evaluations	June 2024	ED, Operations	
Student/family outreach and marketing	Approval - Ongoing	ED, Outreach, Operations	Step up outreach activities
Recruit and hire all administrative, support, and instructional staff for first year of operations	Dec 2023 - June 2024	ED, Outreach, Operations	Ensure signed staff hiring letters by 7/1/2024. Completed Background & Fingerprinting confirmed
Contract for selected Student Information System	March 2024	ED, Operations	
Procurement - furniture, equipment, & technology for operations	Jan - July 2024	ED, Leadership Team	Acceptance of delivery depending on when EC Prep has access to facility
Procurement – curriculum material	May - July 2024	ED, Leadership Team	Acceptance of delivery depending on when EC Prep has access to facility
Conduct lottery - if needed	April 2024	ED, Director Learning	Generate acceptance & waitlist
Send out acceptance packages with forms: registration, emergency contact, Home Language Survey, FRLP, test data Release, Media Release, Medical, & other	April - Aug 2024	ED, OM and Leadership Team	Start with completion of lottery and continuing through the school year as families decline acceptance or withdraw their child from school
Request and secure student records from sending schools, including IEPs	April - Sept 2024	ED, OM and Leadership Team	This will be ongoing, as students may be accepted off the waitlist.
Arrange utility accounts	June 2024	ED & Office Manager	Phone, internet (electricity may be sooner)
Communicate with NHPS on transportation and food services	March – Aug 2024	Operations and OM	Annual deadline on or about April 1 st .
Arrange for AED/Cardio Pulmonary Response training: staff	July – Aug 2024	Operations, OM	
Create class rosters	Aug 2024	Leadership Team	Disseminate to staff and families
Instructional			
Apply for staff PD	Mar - June 2024	ED, Director of Learning	To be delivered in August at Summer Institute
Academic program development of assessment protocol, curriculum	Charter Approval - Ongoing	ED /Director of Learning	As staff is brought on board, the Curriculum coordinator will be involved in the process
Participate in trainings, visit Ron Clark Academy	Jan - June 2024	OM, Director of Teaching	
Develop agendas/plans for Summer Institute training and Year 1 PD	March -July 2024	OM, ED Director of Learning	Novels, Singapore Math, Action Labs, Genius Research, House System, Boys Own Culture, Data and Assessment
Conduct Home contact/Visits	May - Nov 2024	All Staff with ED	EL/MLs home visits completed by first day of instruction
Create/obtain diagnostic assessment materials	June - Aug 2024	Director of Teaching, ED	Include preliminary plan for Summer School Program
Finalize Special Education policies and procedures	June - Aug 2024	ED, Director of Learning, SSC	Include record keeping, pre-referral and referral process

Appendix H: Proposed Budget

Edmund Cofield Preparatory Academy for Young Men Enrollment Summary

	24-25	25-26	26-27	27-28	28-29
Grade	Y1	Y2	Y3	Y4	Y5
5	75	75	75	75	75
6	0	100	100	100	100
7	0	0	100	100	100
8	0	0	0	100	100
Total Student Count	75	175	275	375	375
Class Size	25	25	25	25	25
# Classrooms	3	7	11	15	15
SPED %	15%	15%	15%	15%	15%
SPED Stud Count	11	26	41	56	56
EL %	8%	8%	8%	8%	8%
EL Stud Count	6	14	22	30	30
F/R %	82%	82%	82%	82%	82%
Free/Red Count	62	144	226	308	308
Avg Daily Attend%	95%	95%	95%	95%	95%
Avg Daily Attend Count	71	166	261	356	356

Pre-Opening Budget Statement Format

Start-Up Explanation of Revenues and Expenditures

Edmund Cofield Preparatory Academy for Young Men

Revenue

CSP Start Up Grant		400,000.00
Private contributions		250,000.00
Total Revenue		\$ 650,000.00

Expenditures

Salaries and Benefits

Salary--Administrators	111A	157,500.00
Salary--Teachers	111B	-
Salary--Educational Aides	112A	-
Salary--Support Staff	112B	22,500.00
Salary-Other	119	-
Benefits	200	42,876.00
Subtotal		\$ 222,876.00

Services and Activities

In-service staff development	322	4,000.00
Pupil services	323	-
Field trips	324	-
Parent activities	325	1,500.00
Professional tech services	330	20,660.00
Accounting	330	21,600.00
Audit	331	-
Student transportation	510	-
Communication	530	1,995.00
Telephone	530	9,000.00
Postage and shipping	530	1,500.00
Travel	580	3,500.00
Subtotal		\$ 63,755.00

Physical Plant

Rent	400	42,000.00
Utilities	400	16,000.00
Custodial services	400	31,200.00
Maintenance and repairs	400	-
Renovations/expansion	400	80,000.00
Subtotal		\$ 169,200.00

Marketing and Development

Charter Management Org.	590	-
Advertising	590	6,500.00
Printing	590	750.00
Insurance	590	5,000.00
Subtotal		\$ 12,250.00

Supplies and Equipment

Supplies--Instructional	611	48,750.00
Supplies--Administrative	612	15,000.00
Supplies--General	690	9,500.00
Text books	641	6,750.00
Library books	642	-
Computers	700	4,800.00
Furniture	700	37,000.00
Vehicles	700	-
Other equipment	700	15,500.00
Subtotal		\$ 137,300.00

Other Objects

Other objects (e.g., in-kind)	800	-
Subtotal		\$ -

Loan Repayments

Interest	900	-
Principal	900	-
Subtotal		\$ -

Total Expenditures		\$ 605,381.00
INCOME LESS EXPENDITURES		\$ 44,619.00

Edmund Cofield Preparatory Academy for Young Men
Projected Five Year Budget Statement Format

Revenue		FY 1	FY 2	FY 3	FY 4	FY 5
Number of students		75	175	275	375	375
Per-pupil revenue		\$ 932,625	\$ 2,176,125	\$ 3,419,625	\$ 4,663,125	\$ 4,663,125
Student entitlements		\$ 63,750	\$ 151,725	\$ 243,194	\$ 338,260	\$ 345,025
Grants		\$ 400,000	\$ -	\$ -	\$ -	\$ -
In-kind services		\$ -	\$ -	\$ -	\$ -	\$ -
Private contributions		\$ 700,000	\$ 600,000	\$ -	\$ -	\$ -
Total Revenue		\$ 2,096,375	\$ 2,927,850	\$ 3,662,819	\$ 5,001,385	\$ 5,008,150
Expenditures						
<u>Salaries and Benefits</u>						
Salary-Administrators	111A	\$ 380,000	\$ 391,400	\$ 403,142	\$ 415,236	\$ 427,693
Salary-Teachers	111B	\$ 477,000	\$ 968,310	\$ 1,263,159	\$ 1,721,868	\$ 1,766,578
Salary-Educational Aides	112A	\$ -	\$ 28,000	\$ 84,840	\$ 87,385	\$ 90,007
Salary-Support staff	112B	\$ 200,000	\$ 206,000	\$ 297,180	\$ 305,245	\$ 313,536
Salary-Other	119	\$ 13,440	\$ 31,968	\$ 52,416	\$ 74,784	\$ 78,432
Benefits	200	\$ 224,626	\$ 329,463	\$ 445,190	\$ 556,521	\$ 593,710
Subtotal		\$ 1,295,066	\$ 1,955,141	\$ 2,545,927	\$ 3,161,039	\$ 3,269,956
<u>Services and Activities</u>						
In-service development staff	322	\$ 19,975	\$ 32,925	\$ 37,984	\$ 38,043	\$ 43,104
Pupil services	323	\$ 74,000	\$ 135,500	\$ 197,075	\$ 258,729	\$ 260,465
Field trips	324	\$ 3,600	\$ 8,400	\$ 13,200	\$ 18,000	\$ 18,000
Parent activities	325	\$ 918	\$ 2,184	\$ 3,498	\$ 3,498	\$ 3,498
Professional tech services	330	\$ 34,080	\$ 34,547	\$ 45,384	\$ 46,125	\$ 48,538
Accounting	330	\$ 43,200	\$ 44,064	\$ 44,064	\$ 44,945	\$ 44,945
Audit	331	\$ -	\$ 19,500	\$ 20,475	\$ 21,499	\$ 22,574
Student transportation	510	\$ 30,600	\$ 40,800	\$ 61,200	\$ 71,400	\$ 71,400
Communication	530	\$ 2,742	\$ 3,366	\$ 4,362	\$ 5,290	\$ 6,448
Telephone	530	\$ 18,000	\$ 19,800	\$ 21,780	\$ 23,958	\$ 26,354
Postage and shipping	530	\$ 750	\$ 900	\$ 1,050	\$ 1,200	\$ 1,200
Travel	580	\$ 16,710	\$ 14,592	\$ 14,802	\$ 15,012	\$ 15,222
Subtotal		\$ 244,575	\$ 356,579	\$ 464,873	\$ 547,699	\$ 561,748
<u>Physical Plant</u>						
Rent	400	\$ 92,400	\$ 94,248	\$ 94,248	\$ 96,133	\$ 98,056
Utilities	400	\$ 39,600	\$ 43,560	\$ 47,916	\$ 52,708	\$ 57,978
Custodial services	400	\$ 63,648	\$ 70,013	\$ 77,014	\$ 84,715	\$ 93,187
Maintenance and repairs	400	\$ 35,000	\$ 38,500	\$ 42,350	\$ 46,585	\$ 51,244
Renovations/expansion	400	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal		\$ 230,648	\$ 246,321	\$ 261,528	\$ 280,141	\$ 300,465
<u>Marketing and Development</u>						
Charter Management Org.	590	\$ -	\$ -	\$ -	\$ -	\$ -
Advertising	590	\$ 4,875	\$ 2,438	\$ 2,438	\$ 2,438	\$ 2,438
Printing	590	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500
Insurance	590	\$ 11,000	\$ 13,750	\$ 15,125	\$ 16,638	\$ 18,301
Subtotal		\$ 17,375	\$ 17,688	\$ 19,063	\$ 20,575	\$ 22,239
<u>Supplies and Equipment</u>						
Supplies-Instructional	611	\$ 110,616	\$ 138,248	\$ 164,014	\$ 226,475	\$ 182,115
Supplies-Administrative	612	\$ 4,080	\$ 4,160	\$ 5,300	\$ 5,400	\$ 5,500
Text books	641	\$ 9,180	\$ 9,360	\$ 9,360	\$ 7,020	\$ 5,265
Library books	642	\$ 1,500	\$ 1,530	\$ 1,561	\$ 25,000	\$ 25,000
Supplies-General	690	\$ 20,000	\$ 25,825	\$ 29,931	\$ 35,014	\$ 35,518
Computers	700	\$ 42,162	\$ 48,180	\$ 47,848	\$ 56,743	\$ 28,372
Furniture	700	\$ 30,400	\$ 25,400	\$ 25,400	\$ 35,300	\$ 12,650
Vehicles	700	\$ -	\$ -	\$ -	\$ -	\$ -
Other Equipment	700	\$ 15,383	\$ 33,910	\$ 37,758	\$ 41,955	\$ 45,986
Subtotal		\$ 233,320	\$ 286,613	\$ 321,172	\$ 432,907	\$ 340,404
<u>Other Objects</u>						
Subtotal	800	\$ -	\$ -	\$ -	\$ -	\$ -
<u>Loan Repayments</u>						
Interest	900	\$ -	\$ -	\$ -	\$ -	\$ -
Principal	900	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal		\$ -	\$ -	\$ -	\$ -	\$ -
Total Expenditures		\$ 2,020,983	\$ 2,862,341	\$ 3,612,563	\$ 4,442,362	\$ 4,494,812
INCOME LESS EXPENDITURE		\$ 75,392	\$ 65,509	\$ 50,256	\$ 559,023	\$ 513,338

Edmund Cofield Preparatory Academy for Young Men - Charter School Cash Flow Schedule For Year One of Operations

	Budget	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Totals
Beginning Balance	\$44,619	\$44,619	\$758,446	\$568,698	\$623,442	\$470,045	\$320,189	\$392,603	\$469,668	\$317,977	\$160,486	\$264,466	\$145,605	
Revenue														
Number of students	75	75	75	75	75	75	75	75	75	75	75	75	75	75
Per-pupil revenue	\$932,625	\$233,156	\$0	\$233,156	\$0	\$0	\$0	\$233,156	\$0	\$0	\$233,156	\$0	\$0	\$932,625
Student entitlements	\$63,750	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$21,250	\$21,250	\$21,250	\$63,750
Grants	\$400,000	\$400,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$400,000
In-kind services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Private contributions	\$700,000	\$350,000	\$2,500	\$2,500	\$10,000	\$2,500	\$225,000	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$95,000	\$700,000
Total Revenue	\$2,096,375	\$983,156	\$2,500	\$235,656	\$10,000	\$2,500	\$225,000	\$235,656	\$2,500	\$2,500	\$256,906	\$23,750	\$116,250	\$2,096,375
Expenditures														
Salaries and Benefits														
Salary-Administrators	111A	\$380,000	\$31,667	\$31,667	\$31,667	\$31,667	\$31,667	\$31,667	\$31,667	\$31,667	\$31,667	\$31,667	\$31,667	\$380,000
Salary-Teachers	111B	\$477,000	\$39,750	\$39,750	\$39,750	\$39,750	\$39,750	\$39,750	\$39,750	\$39,750	\$39,750	\$39,750	\$39,750	\$477,000
Salary-Educational Aides	112A	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Salary-Support staff	112B	\$200,000	\$16,667	\$16,667	\$16,667	\$16,667	\$16,667	\$16,667	\$16,667	\$16,667	\$16,667	\$16,667	\$16,667	\$200,000
Salary-Other	119	\$13,440	\$0	\$0	\$1,680	\$2,240	\$1,120	\$1,120	\$1,680	\$1,680	\$2,240			\$13,440
Benefits	200	\$224,626	\$18,719	\$18,719	\$18,719	\$18,719	\$18,719	\$18,719	\$18,719	\$18,719	\$18,719	\$18,719	\$18,717	\$224,626
Subtotal		\$1,295,066	\$106,802	\$106,802	\$108,482	\$109,042	\$107,922	\$107,922	\$108,482	\$108,482	\$108,482	\$109,042	\$106,802	\$1,295,066
Services and Activities														
In-service development staff	322	\$19,975	\$10,000	\$600	\$600	\$600	\$600	\$5,000	\$600	\$600	\$600	\$175	\$0	\$19,975
Pupil services	323	\$74,000	\$0	\$14,800	\$9,620	\$7,400	\$7,400	\$7,400	\$7,400	\$7,400	\$2,500	\$1,520	\$1,160	\$74,000
Field trips	324	\$3,600	\$0	\$0	\$0	\$1,800	\$0	\$0	\$0	\$0	\$1,800	\$0	\$0	\$3,600
Parent activities	325	\$918	\$0	\$0	\$230	\$0	\$0	\$230	\$0	\$0	\$230	\$0	\$0	\$918
Professional tech services	330	\$34,080	\$8,520	\$2,324	\$2,324	\$2,324	\$2,324	\$2,324	\$2,324	\$2,324	\$2,324	\$2,324	\$2,324	\$34,080
Accounting	330	\$43,200	\$3,600	\$3,600	\$3,600	\$3,600	\$3,600	\$3,600	\$3,600	\$3,600	\$3,600	\$3,600	\$3,600	\$43,200
Audit	331	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Student transportation	510	\$30,600	\$0	\$0	\$3,825	\$5,100	\$2,550	\$2,550	\$3,825	\$3,825	\$3,825	\$5,100	\$0	\$30,600
Communication	530	\$2,742	\$228	\$228	\$228	\$228	\$228	\$228	\$228	\$228	\$228	\$228	\$228	\$2,742
Telephone	530	\$18,000	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$18,000
Postage and shipping	530	\$750	\$63	\$63	\$63	\$63	\$63	\$63	\$63	\$63	\$63	\$63	\$63	\$750
Travel	580	\$16,710	\$5,570	\$0	\$0	\$5,570	\$0	\$0	\$0	\$5,570	\$0	\$0	\$0	\$16,710
Subtotal		\$244,575	\$29,481	\$23,115	\$21,989	\$28,185	\$18,265	\$18,494	\$23,940	\$19,540	\$25,339	\$17,715	\$9,639	\$244,575
Physical Plant														
Rent	400	\$92,400	\$7,700	\$7,700	\$7,700	\$7,700	\$7,700	\$7,700	\$7,700	\$7,700	\$7,700	\$7,700	\$7,700	\$92,400
Utilities	400	\$39,600	\$3,300	\$3,300	\$3,300	\$3,300	\$3,300	\$3,300	\$3,300	\$3,300	\$3,300	\$3,300	\$3,300	\$39,600
Custodial services	400	\$63,648	\$5,304	\$5,304	\$5,304	\$5,304	\$5,304	\$5,304	\$5,304	\$5,304	\$5,304	\$5,304	\$5,304	\$63,648
Maintenance and repairs	400	\$35,000	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$35,000
Renovations/expansion	400	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Subtotal		\$230,648	\$19,221	\$19,221	\$19,221	\$19,221	\$19,221	\$19,221	\$19,221	\$19,221	\$19,221	\$19,221	\$19,221	\$230,648
Marketing and Development														
Charter Management Org.	590	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Advertising	590	\$4,875	\$406	\$406	\$406	\$406	\$406	\$406	\$406	\$406	\$406	\$406	\$406	\$4,875
Printing	590	\$1,500	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$1,500
Insurance	590	\$11,000	\$917	\$917	\$917	\$917	\$917	\$917	\$917	\$917	\$917	\$917	\$917	\$11,000
Subtotal		\$17,375	\$1,448	\$1,448	\$1,448	\$1,448	\$1,448	\$1,448	\$1,448	\$1,448	\$1,448	\$1,448	\$1,448	\$17,375
Supplies and Equipment														
Supplies-Instructional	611	\$110,616	\$55,308	\$22,123	\$13,274	\$2,212	\$2,212	\$2,212	\$2,212	\$2,212	\$2,212	\$2,212	\$2,212	\$110,616
Supplies-Administrative	612	\$4,080	\$340	\$340	\$340	\$340	\$340	\$340	\$340	\$340	\$340	\$340	\$340	\$4,080
Text books	641	\$9,180	\$4,590	\$2,295	\$2,295	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$9,180
Library books	642	\$1,500	\$750	\$375	\$375	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,500
Supplies-General	690	\$20,000	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$20,000
Computers	700	\$42,162	\$21,081	\$10,541	\$10,541	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$42,162
Furniture	700	\$30,400	\$27,360	\$3,040	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$30,400
Vehicles	700	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other Equipment	700	\$15,383	\$1,282	\$1,282	\$1,282	\$1,282	\$1,282	\$1,282	\$1,282	\$1,282	\$1,282	\$1,282	\$1,282	\$15,383
Subtotal		\$233,320	\$112,377	\$41,662	\$29,773	\$5,501	\$5,501	\$5,501	\$5,501	\$5,501	\$5,501	\$5,501	\$5,501	\$233,320
Other Objects	800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Subtotal		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Loan Repayments	900	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Subtotal		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Expenditures		\$2,020,983	\$269,329	\$192,248	\$180,913	\$163,396	\$152,356	\$152,586	\$158,591	\$154,191	\$159,991	\$152,926	\$142,611	\$2,020,983
ENDING CASH BALANCE		\$120,011	\$758,446	\$568,698	\$623,442	\$470,045	\$320,189	\$392,603	\$469,668	\$317,977	\$160,486	\$264,466	\$145,605	\$120,011

Edmund Cofield Preparatory Academy for Young Men - Charter School Cash Flow Schedule For Year Two of Operations

	Budget	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Totals
Beginning Balance	\$120,011	\$120,011	\$638,815	\$378,656	\$683,158	\$484,568	\$265,873	\$326,840	\$651,223	\$464,794	\$247,474	\$562,136	\$385,302	
Revenue														
Number of students	175	175	175	175	175	175	175	175	175	175	175	175	175	175
Per-pupil revenue	\$2,176,125	\$544,031	\$0	\$544,031	\$0	\$0	\$0	\$544,031	\$0	\$0	\$544,031	\$0	\$0	\$2,176,125
Student entitlements	\$151,725	\$0	\$22,759	\$0	\$30,345	\$0	\$30,345	\$0	\$30,345	\$0	\$18,207	\$18,207	\$1,517	\$151,725
Grants	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
In-kind services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Private contributions	\$600,000	\$300,000	\$5,000	\$5,000	\$5,000	\$5,000	\$250,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$600,000
Total Revenue	\$2,927,850	\$844,031	\$27,759	\$549,031	\$35,345	\$5,000	\$280,345	\$549,031	\$35,345	\$5,000	\$567,238	\$23,207	\$6,517	\$2,927,850
Expenditures														
Salaries and Benefits														
Salary-Administrators	111A	\$391,400	\$32,617	\$32,617	\$32,617	\$32,617	\$32,617	\$32,617	\$32,617	\$32,617	\$32,617	\$32,617	\$32,617	\$391,400
Salary-Teachers	111B	\$968,310	\$80,693	\$80,693	\$80,693	\$80,693	\$80,693	\$80,693	\$80,693	\$80,693	\$80,693	\$80,693	\$80,693	\$968,310
Salary-Educational Aides	112A	\$28,000	\$2,333	\$2,333	\$2,333	\$2,333	\$2,333	\$2,333	\$2,333	\$2,333	\$2,333	\$2,333	\$2,333	\$28,000
Salary-Support staff	112B	\$206,000	\$17,167	\$17,167	\$17,167	\$17,167	\$17,167	\$17,167	\$17,167	\$17,167	\$17,167	\$17,167	\$17,167	\$206,000
Salary-Other	119	\$31,968	\$0	\$0	\$3,996	\$5,328	\$2,664	\$3,996	\$3,996	\$3,996	\$5,328	\$0	\$0	\$31,968
Benefits	200	\$329,463	\$27,455	\$27,455	\$27,455	\$27,455	\$27,455	\$27,455	\$27,455	\$27,455	\$27,455	\$27,455	\$27,455	\$329,463
Subtotal		\$1,955,141	\$160,264	\$160,264	\$164,260	\$165,592	\$162,928	\$162,928	\$164,260	\$164,260	\$164,260	\$165,592	\$160,264	\$1,955,141
Services and Activities														
In-service development staff	322	\$32,925	\$10,000	\$2,290	\$2,290	\$2,290	\$2,290	\$2,290	\$5,075	\$2,200	\$2,200	\$800	\$800	\$32,925
Pupil services	323	\$135,500	\$0	\$27,100	\$17,615	\$13,550	\$8,711	\$8,711	\$8,711	\$8,711	\$8,711	\$33,681	\$0	\$135,500
Field trips	324	\$8,400	\$0	\$0	\$0	\$4,200	\$0	\$0	\$0	\$0	\$0	\$4,200	\$0	\$8,400
Parent activities	325	\$2,184	\$0	\$0	\$546	\$0	\$0	\$546	\$0	\$0	\$546	\$0	\$546	\$2,184
Professional tech services	330	\$34,547	\$8,637	\$2,355	\$2,355	\$2,355	\$2,355	\$2,355	\$2,355	\$2,355	\$2,355	\$2,355	\$2,355	\$34,547
Accounting	330	\$44,064	\$3,672	\$3,672	\$3,672	\$3,672	\$3,672	\$3,672	\$3,672	\$3,672	\$3,672	\$3,672	\$3,672	\$44,064
Audit	331	\$19,500	\$0	\$19,500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$19,500
Student transportation	510	\$40,800	\$0	\$0	\$5,100	\$6,800	\$3,400	\$3,400	\$5,100	\$5,100	\$5,100	\$6,800	\$0	\$40,800
Communication	530	\$3,366	\$281	\$281	\$281	\$281	\$281	\$281	\$281	\$281	\$281	\$281	\$281	\$3,366
Telephone	530	\$19,800	\$1,650	\$1,650	\$1,650	\$1,650	\$1,650	\$1,650	\$1,650	\$1,650	\$1,650	\$1,650	\$1,650	\$19,800
Postage and shipping	530	\$900	\$75	\$75	\$75	\$75	\$75	\$75	\$75	\$75	\$75	\$75	\$75	\$900
Travel	580	\$14,592	\$4,864	\$0	\$0	\$0	\$4,864	\$0	\$0	\$0	\$0	\$0	\$4,864	\$14,592
Subtotal		\$356,579	\$29,178	\$56,923	\$33,584	\$34,873	\$27,298	\$22,980	\$26,918	\$24,044	\$24,590	\$53,514	\$9,379	\$356,579
Physical Plant														
Rent	400	\$94,248	\$7,854	\$7,854	\$7,854	\$7,854	\$7,854	\$7,854	\$7,854	\$7,854	\$7,854	\$7,854	\$7,854	\$94,248
Utilities	400	\$43,560	\$3,630	\$3,630	\$3,630	\$3,630	\$3,630	\$3,630	\$3,630	\$3,630	\$3,630	\$3,630	\$3,630	\$43,560
Custodial services	400	\$70,013	\$5,834	\$5,834	\$5,834	\$5,834	\$5,834	\$5,834	\$5,834	\$5,834	\$5,834	\$5,834	\$5,834	\$70,013
Maintenance and repairs	400	\$38,500	\$3,208	\$3,208	\$3,208	\$3,208	\$3,208	\$3,208	\$3,208	\$3,208	\$3,208	\$3,208	\$3,208	\$38,500
Renovations/expansion	400	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Subtotal		\$246,321	\$20,527	\$20,527	\$20,527	\$20,527	\$20,527	\$20,527	\$20,527	\$20,527	\$20,527	\$20,527	\$20,527	\$246,321
Marketing and Development														
Charter Management Org.	590	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Advertising	590	\$2,438	\$203	\$203	\$203	\$203	\$203	\$203	\$203	\$203	\$203	\$203	\$203	\$2,438
Printing	590	\$1,500	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$1,500
Insurance	590	\$13,750	\$1,146	\$1,146	\$1,146	\$1,146	\$1,146	\$1,146	\$1,146	\$1,146	\$1,146	\$1,146	\$1,146	\$13,750
Subtotal		\$17,688	\$1,474	\$1,474	\$1,474	\$1,474	\$1,474	\$1,474	\$1,474	\$1,474	\$1,474	\$1,474	\$1,474	\$17,688
Supplies and Equipment														
Supplies-Instructional	611	\$138,248	\$55,299	\$27,650	\$6,144	\$6,144	\$6,144	\$6,144	\$6,144	\$6,144	\$6,144	\$3,072	\$3,072	\$138,248
Supplies-Administrative	612	\$4,160	\$347	\$347	\$347	\$347	\$347	\$347	\$347	\$347	\$347	\$347	\$347	\$4,160
Text books	641	\$9,360	\$4,680	\$1,170	\$1,170	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$2,340	\$9,360
Library books	642	\$1,530	\$1,530	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,530
Supplies-General	690	\$25,825	\$2,152	\$2,152	\$2,152	\$2,152	\$2,152	\$2,152	\$2,152	\$2,152	\$2,152	\$2,152	\$2,152	\$25,825
Computers	700	\$48,180	\$24,090	\$12,045	\$12,045	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$48,180
Furniture	700	\$25,400	\$22,860	\$2,540	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$25,400
Vehicles	700	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other Equipment	700	\$33,910	\$2,826	\$2,826	\$2,826	\$2,826	\$2,826	\$2,826	\$2,826	\$2,826	\$2,826	\$2,826	\$2,826	\$33,910
Subtotal		\$286,613	\$113,784	\$48,729	\$24,684	\$11,469	\$11,469	\$11,469	\$11,469	\$11,469	\$11,469	\$8,397	\$10,737	\$286,613
Other Objects	800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Subtotal		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Loan Repayments	900	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Subtotal		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Expenditures		\$2,862,341	\$325,227	\$287,917	\$244,529	\$233,935	\$223,696	\$219,378	\$224,648	\$221,774	\$222,320	\$252,576	\$200,041	\$2,862,341
ENDING CASH BALANCE		\$185,520	\$638,815	\$378,656	\$683,158	\$484,568	\$265,873	\$326,840	\$651,223	\$464,794	\$247,474	\$562,136	\$385,302	\$185,520

Edmund Cofield Preparatory Academy for Young Men - Charter School Cash Flow Schedule For Year Three of Operations

		Budget	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Totals
Beginning Balance		\$185,520	\$185,520	\$758,929	\$455,201	\$1,002,928	\$757,972	\$487,484	\$374,826	\$946,937	\$715,353	\$434,257	\$991,572	\$766,990	\$0
Revenue															
Number of students	275	275	275	275	275	275	275	275	275	275	275	275	275	275	275
Per-pupil revenue		\$3,419,625	\$854,906	\$0	\$854,906	\$0	\$0	\$0	\$854,906	\$0	\$0	\$854,906	\$0	\$0	\$3,419,625
Student entitlements		\$243,194	\$0	\$36,479	\$0	\$48,639	\$0	\$48,639	\$0	\$48,639	\$0	\$29,183	\$29,183	\$2,432	\$243,194
Grants		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
In-kind services		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Private contributions		\$0	\$100,000	\$20,000	\$5,000	\$10,000	\$10,000	\$125,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$300,000
Total Revenue		\$3,662,819	\$954,906	\$56,479	\$859,906	\$58,639	\$10,000	\$173,639	\$859,906	\$53,639	\$5,000	\$889,089	\$34,183	\$7,432	\$3,962,819
Expenditures															
Salaries and Benefits															
Salary-Administrators	111A	\$403,142	\$33,595	\$33,595	\$33,595	\$33,595	\$33,595	\$33,595	\$33,595	\$33,595	\$33,595	\$33,595	\$33,595	\$33,595	\$403,142
Salary-Teachers	111B	\$1,263,159	\$105,263	\$105,263	\$105,263	\$105,263	\$105,263	\$105,263	\$105,263	\$105,263	\$105,263	\$105,263	\$105,263	\$105,263	\$1,263,159
Salary-Educational Aides	112A	\$84,840	\$7,070	\$7,070	\$7,070	\$7,070	\$7,070	\$7,070	\$7,070	\$7,070	\$7,070	\$7,070	\$7,070	\$7,070	\$84,840
Salary-Support staff	112B	\$297,180	\$24,765	\$24,765	\$24,765	\$24,765	\$24,765	\$24,765	\$24,765	\$24,765	\$24,765	\$24,765	\$24,765	\$24,765	\$297,180
Salary-Other	119	\$52,416	\$0	\$0	\$6,552	\$8,736	\$4,368	\$4,368	\$6,552	\$6,552	\$6,552	\$8,736	\$0	\$0	\$52,416
Benefits	200	\$445,190	\$37,099	\$37,099	\$37,099	\$37,099	\$37,099	\$37,099	\$37,099	\$37,099	\$37,099	\$37,099	\$37,099	\$37,099	\$445,190
Subtotal		\$2,545,927	\$207,793	\$207,793	\$214,345	\$216,529	\$212,161	\$212,161	\$214,345	\$214,345	\$214,345	\$216,529	\$207,793	\$207,793	\$2,545,927
Services and Activities															
In-service development staff	322	\$37,984	\$12,000	\$2,600	\$2,600	\$2,600	\$2,600	\$2,600	\$5,174	\$2,600	\$2,600	\$1,500	\$850	\$260	\$37,984
Pupil services	323	\$197,075	\$0	\$39,415	\$25,620	\$19,708	\$12,669	\$12,669	\$12,669	\$12,669	\$12,669	\$48,987	\$0	\$0	\$197,075
Field trips	324	\$13,200	\$0	\$0	\$0	\$6,600	\$0	\$0	\$0	\$0	\$0	\$6,600	\$0	\$0	\$13,200
Parent activities	325	\$3,498	\$0	\$0	\$875	\$0	\$0	\$875	\$0	\$0	\$875	\$0	\$875	\$0	\$3,498
Professional tech services	330	\$45,384	\$11,346	\$3,094	\$3,094	\$3,094	\$3,094	\$3,094	\$3,094	\$3,094	\$3,094	\$3,094	\$3,094	\$3,094	\$45,384
Accounting	330	\$44,064	\$3,672	\$3,672	\$3,672	\$3,672	\$3,672	\$3,672	\$3,672	\$3,672	\$3,672	\$3,672	\$3,672	\$3,672	\$44,064
Audit	331	\$20,475	\$0	\$20,475	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$20,475
Student transportation	510	\$61,200	\$0	\$0	\$7,650	\$10,200	\$5,100	\$5,100	\$7,650	\$7,650	\$7,650	\$10,200	\$0	\$0	\$61,200
Communication	530	\$4,362	\$363	\$363	\$363	\$363	\$363	\$363	\$363	\$363	\$363	\$363	\$363	\$363	\$4,362
Telephone	530	\$21,780	\$1,815	\$1,815	\$1,815	\$1,815	\$1,815	\$1,815	\$1,815	\$1,815	\$1,815	\$1,815	\$1,815	\$1,815	\$21,780
Postage and shipping	530	\$1,050	\$88	\$88	\$88	\$88	\$88	\$88	\$88	\$88	\$88	\$88	\$88	\$88	\$1,050
Travel	580	\$14,802	\$4,934	\$0	\$0	\$0	\$0	\$4,934	\$0	\$0	\$0	\$0	\$4,934	\$0	\$14,802
Subtotal		\$464,873	\$34,218	\$71,522	\$45,777	\$48,140	\$29,401	\$35,210	\$34,525	\$31,951	\$32,826	\$76,320	\$15,691	\$9,292	\$464,873
Physical Plant															
Rent	400	\$94,248	\$7,854	\$7,854	\$7,854	\$7,854	\$7,854	\$7,854	\$7,854	\$7,854	\$7,854	\$7,854	\$7,854	\$7,854	\$94,248
Utilities	400	\$47,916	\$3,993	\$3,993	\$3,993	\$3,993	\$3,993	\$3,993	\$3,993	\$3,993	\$3,993	\$3,993	\$3,993	\$3,993	\$47,916
Custodial services	400	\$77,014	\$6,418	\$6,418	\$6,418	\$6,418	\$6,418	\$6,418	\$6,418	\$6,418	\$6,418	\$6,418	\$6,418	\$6,418	\$77,014
Maintenance and repairs	400	\$42,350	\$3,529	\$3,529	\$3,529	\$3,529	\$3,529	\$3,529	\$3,529	\$3,529	\$3,529	\$3,529	\$3,529	\$3,529	\$42,350
Renovations/expansion	400	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Subtotal		\$261,528	\$21,794	\$21,794	\$21,794	\$21,794	\$21,794	\$21,794	\$21,794	\$21,794	\$21,794	\$21,794	\$21,794	\$21,794	\$261,528
Marketing and Development															
Charter Management Org.	590	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Advertising	590	\$2,438	\$203	\$203	\$203	\$203	\$203	\$203	\$203	\$203	\$203	\$203	\$203	\$203	\$2,438
Printing	590	\$1,500	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$1,500
Insurance	590	\$15,125	\$1,260	\$1,260	\$1,260	\$1,260	\$1,260	\$1,260	\$1,260	\$1,260	\$1,260	\$1,260	\$1,260	\$1,260	\$15,125
Subtotal		\$19,063	\$1,589	\$1,589	\$1,589	\$1,589	\$1,589	\$1,589	\$1,589	\$1,589	\$1,589	\$1,589	\$1,589	\$1,589	\$19,063
Supplies and Equipment															
Supplies-Instructional	611	\$164,014	\$55,606	\$32,803	\$7,290	\$7,290	\$7,290	\$7,290	\$7,290	\$7,290	\$7,290	\$7,290	\$3,645	\$13,645	\$164,014
Supplies-Administrative	612	\$5,300	\$530	\$530	\$530	\$530	\$530	\$530	\$530	\$530	\$530	\$530	\$530	\$530	\$5,300
Text books	641	\$9,360	\$4,680	\$1,170	\$1,170	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$2,340	\$9,360
Library books	642	\$1,561	\$780	\$780	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,561
Supplies-General	690	\$29,931	\$2,494	\$2,494	\$2,494	\$2,494	\$2,494	\$2,494	\$2,494	\$2,494	\$2,494	\$2,494	\$2,494	\$2,497	\$29,931
Computers	700	\$47,848	\$23,924	\$11,962	\$11,962	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$47,848
Furniture	700	\$25,400	\$2,860	\$2,540	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$25,400
Vehicles	700	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other Equipment	700	\$37,758	\$5,230	\$5,230	\$5,230	\$5,230	\$5,230	\$5,230	\$5,230	\$5,230	\$5,230	\$5,230	\$5,230	-\$19,773	\$37,758
Subtotal		\$321,172	\$116,104	\$57,509	\$28,676	\$15,544	\$15,544	\$15,544	\$15,544	\$15,544	\$15,544	\$15,544	\$11,899	-\$19,773	\$321,172
Other Objects	800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Subtotal		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Loan Repayments	900	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Subtotal		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Expenditures		\$3,612,563	\$381,497	\$360,207	\$312,179	\$303,594	\$280,488	\$286,297	\$287,796	\$285,222	\$286,097	\$331,774	\$258,765	\$238,647	\$3,612,563
ENDING CASH BALANCE		\$235,776	\$758,929	\$455,201	\$1,002,928	\$757,972	\$487,484	\$374,826	\$946,937	\$715,353	\$434,257	\$991,572	\$766,990	\$535,776	\$535,776

Edmund Cofield Preparatory Academy for Young Men Staffing and Compensation

Salaries at 3% growth after Y1

Position	Category	FTE	Y0	Y1	Y2	Y3	Y4	Y5
Executive Director/Principal	Salary-Administrators	1	67,500	135,000	139,050	143,222	147,518	151,944
Director of Finance and Operations	Salary-Administrators	1	45,000	90,000	92,700	95,481	98,345	101,296
Director Teaching and Learning	Salary-Administrators	1	45,000	90,000	92,700	95,481	98,345	101,296
Office Manager	Salary-Support Staff	1	22,500	45,000	46,350	47,741	49,173	50,648
Dean of Students	Salary-Administrators	1		65,000	66,950	68,959	71,027	73,158
Curriculum Coordinator	Salary-Teachers	1		53,000	54,590	56,228	57,915	59,652
Classroom Teacher	Salary-Teachers	3	0	159,000	163,770	168,683	173,744	178,956
Specialist Teacher	Salary-Teachers	3	0	159,000	163,770	168,683	173,744	178,956
Physical Educ Teacher	Salary-Teachers	1	0	53,000	54,590	56,228	57,915	59,652
Science Teacher	Salary-Teachers	1	0	53,000	54,590	56,228	57,915	59,652
Outreach Coordinator	Salary-Support Staff	1	0	53,000	54,590	56,228	57,915	59,652
Social Worker	Salary-Support Staff	1	0	55,000	56,650	58,350	60,100	61,903
Data and Assessment Manager	Salary-Support Staff	1	0	47,000	48,410	49,862	51,358	52,899
Classroom Teacher	Salary-Teachers	4	0	0	212,000	218,360	224,911	231,658
Specialist Teacher	Salary-Teachers	4	0		212,000	218,360	224,911	231,658
Humanities Teacher	Salary-Teachers	1	0		53,000	54,590	56,228	57,915
Paraprofessional	Salary-Educational Aides	1	0		28,000	28,840	29,705	30,596
Classroom Teacher	Salary-Teachers	4	0	0		212,800	214,928	219,227
Paraprofessional	Salary-Educational Aides	2	0			56,000	57,680	59,410
Data Manager	Salary-Support Staff	1	0			47,000	47,940	48,899
Assessment Coordinator	Salary-Teachers	1	0			53,000	54,060	55,141
Office Assistant	Salary-Support Staff	1				38,000	38,760	39,535
Classroom Teacher	Salary-Teachers	4	0	0	0	0	212,800	217,056
Specialist Teacher	Salary-Teachers	4	0				212,800	217,056
Stipends	Salary-Other	-		13,440	31,968	52,416	74,784	78,432
Total		44	180,000	1,070,440	1,625,678	2,100,737	2,604,519	2,676,246

Benefits	Notes	Rate	Y0	Y1	Y2	Y3	Y4	Y5
Social Security	excludes certified teachers	6.20%	11,160	40,079	44,141	58,702	61,667	63,517
Medicare		1.45%	2,610	15,521	23,572	30,461	37,766	38,806
State Unemployment		1.50%	2,700	16,057	24,385	31,511	39,068	40,144
State Disability		0.80%	1,440	8,564	13,005	16,806	20,836	21,410
Worker's Compensation		1.00%	1,800	10,704	16,257	21,007	26,045	26,762
Retirement Contribution	non certified teachers	3.00%	5,400	19,393	21,359	28,404	29,839	30,734
Health	increase 10% annually after Y1	8.00%	14,400	94,199	156,065	218,477	291,706	321,150
Dental	increase 1% annually after Y1	0.60%	1,080	6,487	9,949	12,983	16,252	16,860
Life		1.20%	2,160	12,871	19,586	25,360	31,504	32,436
Short/Long Term Disability		0.07%	126	751	1,143	1,479	1,838	1,892
Total			42,876	224,626	329,463	445,190	556,521	593,710

Total Salaries and Benefits **222,876** **1,295,066** **1,955,141** **2,545,927** **3,161,039** **3,269,956**

