

## 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.

Stamford Big Picture Learning Academy (SBPLA)

### Proposed Charter School Name

Stamford

### School Location (city, town)

August, 2025

### Proposed Opening (month, year)

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TYPE OF SCHOOL	
Local charter school	
State charter school	X

FACILITY	YES	NO
Do you presently have access to a facility suitable for a school?	X	
If yes, when will you be able to take occupancy?	Date: July, 2025	

PROJECTED STUDENT ENROLLMENT															
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Year 1											100	100			200
Year 2											100	100	100		300
Year 3											100	100	100	100	400
Year 4											100	100	100	100	400
Year 5											100	100	100	100	400

  
 \_\_\_\_\_  
 Signature (Charter Applicant Representative)

11/4/2024  
 \_\_\_\_\_  
 Date

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# I. SCHOOL VISION AND DESIGN

## 1. Mission and Vision Statements

- a. Describe the mission of the school.*
- b. Define the core purpose and key values of the school, including the school model, grades and total number of students it is estimated to serve.*
- c. The mission should be consistent with high academic standards, succinct and meaningful, and reflected throughout all sections of the application.*
- d. Present the vision of the school and its specialized focus. Indicate a specialized focus and ways in which the school will positively impact its stakeholders and community.*
- e. The vision should align with the mission and provide an image of how the school will operate.*

### **Mission**

Engage students, one at a time, in personalized, interest-based learning by leveraging networks of families, mentors, and the greater community to provide educational experiences grounded in rigor, relevance and relationships.

### **Vision**

Empower students that are curious, courageous, actualized learners with the navigational tools necessary to live lives of their own design that positively connect them to their community and beyond.

### **Core Purpose**

The Stamford Big Picture Learning Academy (SBPLA) is designed to ignite curiosity and foster connections to empower students to become courageous, actualized learners, equipped to navigate their own unique paths to success. We personalize education, leveraging community partnerships to provide rigorous, relevant learning experiences that build strong relationships and prepare students to positively impact their communities and the world.

SBPLA will be a small high school intended to improve access and opportunity for high school aged students to a rigorous, relevant and relational school experience that truly focuses on one student at a time. SBPLA will purposefully offer a high school alternative, outside of the two comprehensive high schools and interdistrict magnet, for up to 400 students that learn best in a small environment where school connectedness, individualized learning and learning through interests serve as the heartbeat of the school.

### **Key Values**

The key values drive the model of SBPLA and will be aligned with the key distinguishers of all Big Picture Learning schools. These include:

1. **One Student at a Time** - The entire Big Picture Learning experience is personalized to each student's interests, talents, and needs. Personalization expands beyond mere academic work and involves looking at each student holistically.
2. **Advisory Structure** - Advisory is the core organizational and relational structure of a Big Picture Learning school - its heart and soul - often described as a second family by

students. Students stay with an advisor and a group of fellow classmates for multiple years, building close personal relationships that last a lifetime.

3. Learning Through Interests/Internships - Real world learning is best accomplished in the real world. Big Picture Learning students intern - often twice a week for an entire school year - with experts in their field of interest, completing authentic projects and gaining experience and exposure to how their interests intersect with the real world.
4. Leadership Development - The Big Picture Learning design truly thrives when leadership (at the school and district) is its biggest champion. Through fellowships, conferences, coaching and relationship building, BPL works closely with tenured, new and emerging leaders to shape a learning culture that truly centers students and equity.
5. School Culture - In Big Picture Learning schools there is palpable trust, respect and equality between and among students and adults. Students take leadership roles and teamwork is the foundation of positive and productive working relationships among staff members. Student voice is valued in the school decision making process and visitors are often struck by the ease in which students interact with adults.
6. Authentic Assessment - Students are assessed through a variety of means with priority being placed on authentic assessments. These include public exhibitions of learning that track growth and progress in the student's area of interest. Assessment criteria are individualized to the student and the real world learning standards of the project.
7. School Organization - Schools are organized around a culture of collaboration and communication. They are not bound by the structures of buildings, schedules, bells or calendars. There is an interdependence between school and community.
8. Professional Development - A Big Picture Learning school is a community of lifelong learners who embrace continuous improvement. Through close personal relationships with BPL national staff and other network schools; BPL leaders, advisors and even students are constantly refining their practices.
9. Family Involvement - Parents are valued members of the school community and play a proactive role in their children's learning - often by attending exhibitions or using their own connections to support schools' broadening internship networks.
10. Post Secondary Planning - We know that many students' post-secondary goals may or may not be built around a college-going path, but rather shaped by their own interests. For this reason, BPL schools work closely with students to help them better understand how to navigate multiple pathways; whether it be college, the trades, the workforce or something else altogether.

**Grades and Estimated Student Enrollment**

PROJECTED STUDENT ENROLLMENT															
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Year 1											100	100			200
Year 2											100	100	100		300
Year 3											100	100	100	100	400
Year 4											100	100	100	100	400
Year 5											100	100	100	100	400

**Vision and Specialized Focus**

The SBPLA distinguishes itself from traditional schools through its vision of empowering students to become *curious, courageous, actualized learners* equipped to navigate life on their



own terms and connect positively with their community and beyond. This vision is realized through a specialized focus on personalized, interest-based learning that leverages community networks to provide educational experiences grounded in *rigor, relevance, and relationships*.

**Logic Model**

<p><b><u>Inputs</u></b></p> <ul style="list-style-type: none"> <li>● Principal</li> <li>● Advisors (Teachers)</li> <li>● Support Staff (LTI Coordinator, Office Manager, TLSS)</li> <li>● Students (target demographics that mirror our overall student population)</li> <li>● Fidelity Monitoring</li> <li>● Program Components             <ul style="list-style-type: none"> <li>○ Individualized Learning ➤</li> <li>○ Advisory</li> <li>○ Learning Through Interests</li> <li>○ Small Learning Environment</li> <li>○ Authentic Assessment</li> <li>○ Mentors</li> <li>○ Family Engagement</li> </ul> </li> </ul>	<p><b><u>Key Values</u></b></p> <ul style="list-style-type: none"> <li>● One Student at a Time</li> <li>● Advisory Structure</li> <li>● Learning Through Interests/Internships</li> <li>● Leadership Development</li> <li>● School Culture</li> <li>● Authentic Assessment</li> <li>● School Organization</li> <li>● Professional Development</li> <li>● Family Involvement</li> <li>● Post Secondary Planning ➤</li> </ul>	<p><b><u>Mediators</u></b></p> <p><b>As a result of enrolling in SBPLA, students will:</b></p> <ul style="list-style-type: none"> <li>● Engage in community building activities, including both in and outside of the school environment. ➤</li> <li>● Be immersed in a community- focused school that prioritizes school connectedness.</li> <li>● Learning through tasks and activities centered on high-interest areas that involve mentor support.</li> <li>● Develop close relationships with their advisor and peers through advisory. ➤</li> </ul>	<p><b><u>Short-Term Outcomes</u></b></p> <ul style="list-style-type: none"> <li>● Improved feelings of connection to school, peers and adults.</li> <li>● Increased daily attendance.</li> <li>● Decreased percentage of unexcused absences</li> <li>● Improved ability to regulate emotions.</li> <li>● Decreased number of discipline incidents.</li> <li>● Increased number of credits earned per year.</li> <li>● Increased percentage of successful class completions.</li> </ul> <hr/> <p><b><u>Long-Term Outcomes</u></b></p> <ul style="list-style-type: none"> <li>● Increased sense of belonging.</li> <li>● Reduced percentage of chronically absent students</li> <li>● Decreased suspension rate.</li> <li>● Increased 4-year graduation rate.</li> </ul>
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## **2. Educational Philosophy**

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

- a. Describe the founding group's core beliefs and values about education.*
- b. Demonstrate that the philosophy will serve the diverse needs of individual Students.*
- c. Explain how the proposed philosophy of the school will lead to student academic achievement.*

### **Core Values and Beliefs**

The SBPLA is built on the belief that every student has the potential to succeed, especially those who have been underserved by the traditional education system. By fostering a small, supportive learning community and adhering to four core values, SBPLA empowers students to take ownership of their education and thrive.

1. **Student-Centered Learning:** SBPLA recognizes that each student is unique, with individual interests, needs, and learning styles. The school's curriculum and teaching methods are designed to be flexible and adaptable, allowing students to explore their passions and learn at their own pace. This personalized approach ensures that education is engaging and relevant to each student's life.

2. **Real-World Relevance:** SBPLA believes that learning should extend beyond the classroom walls. The curriculum is designed to be relevant to the real world, enabling students to engage in authentic projects, internships, and community-based learning experiences. This hands-on approach not only deepens understanding but also equips students with the skills and knowledge necessary for success in their future careers and lives.

3. **Meaningful Mentorship:** SBPLA emphasizes the importance of strong relationships between students and adult mentors. Each student is paired with a mentor who shares their interests and can provide guidance, support, and encouragement. These mentors play a crucial role in helping students navigate their academic journey, explore career paths, and develop essential life skills.

4. **Comprehensive Authentic Assessment:** SBPLA believes that assessment should be more than just standardized tests. The school utilizes a variety of assessment methods, including portfolios, exhibitions, and presentations, to evaluate student learning. This approach allows students to demonstrate their knowledge and skills in a meaningful way and encourages them to reflect on their personal growth and development. This assessment philosophy culminates in the International Big Picture Learning Credential (IBPLC). The IBPLC is a personalized assessment that recognizes the diverse skills and experiences of BPL graduates, going beyond traditional exams to create a rich portrait of each student's abilities. This unique credential empowers students to showcase their learning journey and achievements through a curated portfolio, focusing on individual growth and competencies rather than ranking students against each other.

### **Academic Achievement through a Diverse Needs Aligned Philosophy**

SBPLA's overarching philosophy is rooted in the belief that education should be personalized, relevant, and empowering. The SBPLA strives to create a learning environment where students feel valued, supported, and challenged to reach their full potential. By fostering a strong sense of community and providing opportunities for real-world learning and mentorship, SBPLA prepares students to become successful, lifelong learners and active contributors to society.

In essence, SBPLA is not just a school; it's a community of learners where every student is known, valued, and empowered to succeed.

This philosophy is strategically crafted based on the feedback of students and families as a result of empathy interviews conducted across the various neighborhoods of Stamford as part of a larger community anthropology. By leveraging the information yielded from this work, the SBPLA philosophy establishes the ideal conditions to meet the diverse needs of Stamford's students in order to produce high levels of academic achievement for each student. Here's how:

Personalized Learning: Stamford is a diverse city with students from various socioeconomic backgrounds, cultural identities, and learning styles. SBPLA's focus on personalized learning ensures that each student's unique needs are met, regardless of their background. By tailoring the curriculum and teaching methods to individual interests and learning styles, SBPLA creates an inclusive and engaging learning environment where all students can thrive.

Real-World Relevance: Stamford is a vibrant city with a rich history and a thriving business community. SBPLA leverages this by connecting learning to real-world experiences. Students engage in internships, community projects, and authentic learning experiences that expose them to diverse career paths and connect their learning to the world around them. This not only deepens their understanding, but also motivates them to achieve at high levels by demonstrating the practical applications of their knowledge.

Empowering Students: SBPLA empowers students to take ownership of their learning. This is particularly important in a diverse community like Stamford, where students may come from backgrounds where they haven't traditionally had a voice in their education. By encouraging student agency, SBPLA fosters self-advocacy, critical thinking, and problem-solving skills, all of which are essential for academic success and future success in a diverse and complex world.

Mentorship: SBPLA emphasizes building strong relationships between students and mentors. In a diverse community like Stamford, where some students may lack access to support systems, these mentors provide invaluable guidance, encouragement, and personalized support. This fosters a sense of belonging and creates a safe and supportive learning environment where students feel comfortable taking risks and striving for academic excellence.

### **3. Curriculum**

*Charter schools have the freedom to choose and/or develop curriculum models that best reflect the mission and educational philosophy of the school, and that best serve the needs of the anticipated student population. Charter schools must comply with legislation and SBE approved standards and frameworks regarding curriculum, including graduation requirements. The curriculum must align with the Connecticut Core Standards (CCS) for English language arts, mathematics, Next Generation Science Standards (NGSS) for science, and for all other areas of study.*

- a. *Explain the process utilized to identify or develop the curriculum and provide the criteria for selecting the curriculum.*

The curriculum selected for SBPLA follows the curriculum framework developed by Dr. Dennis Littky when he founded The Met in Providence, RI. Littky explained the rationale for his curriculum framework as follows, “when you connect kids’ learning to what they need emotionally, you are making academics more than ‘academic’” (Littky, 2004, p. 96). Moreover, Littky (2004) reinforces the school philosophy by explaining that when students are genuinely interested in what they are learning, they do not need to be forced to engage; they just do. In his observations, when students own their learning goals, nothing can stop them from pursuing them. According to Littky (2004), these philosophical principles can be contextualized into three points that outline how curriculum is developed within BPL schools:

1. All students’ educational programs should be designed by the people who know them best, their parents, their teachers, and themselves.
2. The curriculum should focus on teaching both skills *and* knowledge.
3. The real-world should be celebrated and used as part of an extension of the school.

Looking deeper, the SBPLA learning design, including the approach to assessment, incorporates six learning goals that serve as a framework for analyzing concepts, skills, and aptitudes, while simultaneously providing guidance for personalized curriculum development. The SBPLA curriculum framework maintains rigorous standards for all students. The educational program is curated through a backward design approach, with the skills, knowledge, and personal qualities that will enable its graduates to achieve success and satisfaction. With that said, to truly educate students one at a time, we must utilize learning goals that can account for a range of student needs and personal aspirations. These goals are underpinned by the fact that learning should be both relevant and authentic so as to truly promote students to be lifelong learners.

These goals are as follows:

1. Knowing How to Learn: The disposition and strategies to take responsibility for learning.  
The goal is to be curious, with a drive to explore and be open to doing hard work; to understand that there are many ways of learning, knowing and making meaning in the world. It includes valuing learning from and with others inside and outside of school.
2. Personal Qualities: Demonstrates an understanding of self and others and takes social action.  
The goal is to strive to be the best person you can be; to demonstrate respect and empathy for others, take responsibility, be self-aware and act with courage and compassion; to reflect on your achievements and progress; to strive for personal and civic improvement.
3. Quantitative Reasoning: The disposition, confidence and capability to use mathematics for life, learning and work.  
The goal is to learn to use the skills, concepts and logic of mathematics to understand and interpret situations, solve problems and take action in life, learning and work.
4. Empirical Reasoning: Uses observation, experience, and experimentation to explain phenomena and make decisions.  
The goal is to learn through experimentation; to use evidence based on observation, experience and a logical process to understand, make decisions and to evaluate hypotheses.

5. Communication: The ability to express ideas to connect with and influence others.  
The goal is to learn to be a great communicator: to understand your audience; to write, read, speak and listen well; to use technology and artistic expression (visual arts, music, dance, and theater) to communicate. It includes, where possible, another language.
6. Social Reasoning: Contributes to society through an understanding of social issues.  
The goal is to learn to see diverse perspectives; to understand social issues, to explore ethics; to analyze and understand social systems and to look at issues historically and culturally. It includes learning to take responsible action to address inequity.

All students will engage in learning aligned to Connecticut Core Standards including English Language Arts/Literacy, Mathematics and Next Generation Science Standards (NGSS). Additionally, students will complete 25 credits for graduation in alignment with CSDE graduation requirements. Additionally, all required credits are crosswalked with the six learning goals in the table below:

<b>Humanities</b>		<b>9 Total Credits</b>
<b>Content Area</b>	<b>SBPLA Learning Goal</b>	<b>Credits</b>
English	Communication	4
Arts	Communication	1
Social Studies	Social Reasoning	3 (minimum of 0.5 in Civics)
Electives	Communication/Social Reasoning	1 (minimum of 0.5 in Financial Literacy)
<b>Science, Technology, Engineering &amp; Mathematics (STEM)</b>		<b>9 Total Credits</b>
<b>Content Area</b>	<b>Learning Goal Alignment</b>	<b>Credits</b>
Mathematics	Quantitative Reasoning	3 (must earn 1 credit Integrated Math 1)
Science	Empirical Reasoning	3
Electives	Quantitative/Empirical Reasoning	3
<b>Wellness</b>		<b>2 Total Credits</b>
Physical Education	Personal Qualities	1
Health and Safety Education		1
<b>World Language</b>		<b>1 Total Credit</b>
<b>General Electives</b>		<b>4 Total Credits</b>
<b>Total Across All Content Areas and Goals</b>		<b>25</b>

In summary, the SBPLA curriculum is individualized and designed to align with the school's vision of cultivating curious, courageous, and actualized learners, and its mission to engage students in personalized, interest-based learning. By adhering to the four core values of the philosophy, SBPLA aims to empower students to take ownership of their education and achieve at high levels. The six learning goals provide the framework for, guiding personalized curriculum development that meets the diverse needs of Stamford's students. Furthermore, the SBPLA curriculum adheres to CSDE requirements, and CT Core Standards, ensuring that students receive a well-rounded education that prepares them for success in college, career, and beyond.

- b. Use appropriate legislation to demonstrate that the curriculum is aligned to the CCS for English language arts and mathematics, and the NGSS for science.*

The SBPLA learning goals can easily be crosswalked with Connecticut Core Standards in English Language Arts, Mathematics and Science. The following sections explain the intersection and alignment of the two.

### **Communication and English Language Arts**

The SBPLA Communication learning goal emphasizes developing well-rounded communicators who can effectively understand and express ideas using various methods. This goal aligns with the Connecticut Core Standards (CCS) for English Language Arts in grades 9-12, focusing on reading, writing, speaking, and listening, as well as language usage. The information below outlines a crosswalk between the Communication learning goal with the CCS:

- Understanding and Analyzing Texts: The "Communication" goal stresses the ability to comprehend, analyze, and critique different types of texts. This aligns with CCS standards like:
  - RL.9-10.1: Requiring students to cite textual evidence to support their analysis of both explicit and inferred meanings within literature.
  - RI.11-12.2: Expecting students to identify central ideas in informational texts and analyze their development, along with providing objective summaries.
- Effective Writing: Big Picture Learning emphasizes writing for different audiences and purposes. This aligns with CCS standards:
  - W.9-10.1: Students must write arguments with valid reasoning and sufficient evidence.
  - W.11-12.3: Students should write narratives that utilize effective techniques, details, and well-structured event sequences.
- Active Listening and Speaking: Being a good communicator involves strong speaking and listening skills. CCS standards like these address that:
  - SL.9-10.1: Students need to engage in collaborative discussions, building upon others' ideas and expressing their own clearly.
  - SL.11-12.3: Students should be able to evaluate a speaker's viewpoint, reasoning, use of evidence, and rhetorical strategies.
- Research and Inquiry: Conducting research is crucial for gathering information. CCS standards support this through:
  - W.9-10.7: Students are expected to conduct short and long-term research projects, synthesize information from various sources, and demonstrate their understanding of the topic.
- Multimedia Literacy: The "Communication" goal includes using technology and creative expression. CCS reflect this by:

- SL.9-10.5: Encouraging students to use digital media strategically in presentations to enhance understanding and engagement.
- W.11-12.6: Requiring students to use technology to produce, publish, and update written work, incorporating feedback.

In summary, the Communication learning goal and the Connecticut Core Standards for English Language Arts in grades 9-12 share the common thread of developing well-rounded communicators. The CCS provides specific standards and benchmarks that help students acquire the necessary skills for understanding, analyzing, and creating effective communication in various forms, aligning with the broader aims of the SBPLA.

### **Quantitative Reasoning and Mathematics**

The learning goal of Quantitative Reasoning aims to cultivate students' mathematical thinking by equipping them with the skills to understand numbers, analyze uncertainty, grasp the properties of shapes, and study change over time. This goal closely aligns with the CCS themes and concepts specific to high school mathematics. Both emphasize the importance of developing a deep understanding of mathematical concepts, going beyond rote memorization or procedural proficiency.

### **Conceptual Understanding and Application**

The learning goal of Quantitative Reasoning highlights the need to think like a mathematician, which is echoed in the math standards' focus on building conceptual understanding. There is also an emphasis on depth over breadth in order to move away from a mile wide and an inch deep approach. This means concentrating on core concepts and their interconnectedness, which allows students to build a solid foundation for higher-level mathematics.

- Numbers and Operations: Quantitative Reasoning's focus on understanding numbers is reflected in the math standards' emphasis on number sense, operations, and base-ten systems. Students are encouraged to develop fluency with numbers, moving beyond basic calculations to understand the underlying principles of operations and number systems.
- Data Analysis and Modeling: Quantitative Reasoning includes analyzing uncertainty, a concept strongly supported by the math standards' focus on data analysis, interpretation, and modeling. Students are expected to:
  - Represent and interpret data using various tools like line plots, histograms, and box plots.
  - Use statistical measures like mean, median, and standard deviation to analyze data and make inferences.
  - Model real-world situations using functions, particularly linear, quadratic, and exponential models.
- Shapes and Change: Understanding the properties of shapes and studying change over time are addressed in the math standards through geometry and functions. Students explore:
  - Geometric concepts such as congruence, similarity, and transformations.
  - The relationship between algebraic equations and geometric representations.
  - Using functions to model dynamic relationships between quantities.

### **Mathematical Practices and Reasoning**

Both the Quantitative Reasoning goal and the CT Core Mathematics Standards emphasize the development of mathematical practices and reasoning skills, essential for problem-solving and applying mathematical knowledge in various contexts.



- Reasoning and Problem Solving: Both frameworks stress the importance of logical reasoning, problem-solving, and argumentation. The math standards explicitly outline eight Standards for Mathematical Practice, which include:
  - Make sense of problems and persevere in solving them.
  - Reason abstractly and quantitatively.
  - Construct viable arguments and critique the reasoning of others.
- Modeling and Application: Both frameworks emphasize the application of mathematical concepts to real-world situations. The math standards dedicate a section to modeling, stressing the importance of:
  - Choosing appropriate mathematical tools and representations to analyze real-world scenarios.
  - Interpreting mathematical results within the context of the situation and evaluating their reasonableness.

### Connecting Quantitative Reasoning and CT Core Mathematics Standards

The Quantitative Reasoning goal provides a framework for approaching mathematics education, while the CT Core Mathematics Standards offer specific content and learning objectives that contribute to achieving this goal.

- The standards' emphasis on conceptual understanding and reasoning aligns with BPL's vision of students who can think critically and apply mathematical concepts in diverse situations.
- The inclusion of data analysis, modeling, and real-world applications in the standards supports the BPL goal of enabling students to analyze uncertainty, understand patterns, and make informed decisions using quantitative methods.

In conclusion, the learning goal of Quantitative Reasoning and the CT Core Mathematics Standards are complementary. They share the common purpose of developing students into proficient mathematical thinkers, capable of reasoning, problem-solving, and applying mathematical knowledge to various situations.

### Empirical Reasoning and Next Generation Science Standards

The Empirical Reasoning learning goal centers on developing students who think like scientists. This means fostering skills in using evidence and logical processes to evaluate hypotheses and make decisions. This approach transcends specific scientific content and can be applied across diverse fields. The NGSS similarly emphasizes scientific and engineering practices that strongly connect with the Empirical Reasoning goal.

### Scientific Inquiry and Hypothesis Testing

The heart of Empirical Reasoning lies in the ability to formulate hypotheses and test them through rigorous scientific inquiry. This aligns perfectly with the NGSS Science and Engineering Practices, particularly those focused on:

- Planning and Carrying Out Investigations: This practice involves defining the scope of inquiry, formulating testable questions and hypotheses, designing investigations with appropriate methodologies and tools, collecting and presenting data, analyzing results, and drawing reasoned conclusions. Empirical Reasoning encourages thinking about controls in research and evaluating the quality of information, both of which are crucial when developing and refining scientific models.
- Developing and Using Models: The NGSS emphasize the use of models to represent and explain scientific phenomena, allowing scientists to go beyond observable data and

envision unobserved aspects of the world. They facilitate predictions in the form of "if... then... therefore," enabling the testing of hypothetical explanations. This includes the steps outlined in the above practice. These steps are central to the process of "proving" something using empirical evidence, as encouraged by the SBPLA framework.

### Analyzing and Interpreting Data

Empirical Reasoning prompts students to consider the data needed for their research, its quality, and how to present results. The NGSS standards address these aspects through practices such as:

- **Analyzing and Interpreting Data:** Students learn to analyze data using tools, technologies, and models to make valid scientific claims. They progress to using statistical analysis, comparing data sets, and considering limitations in data precision. These skills directly address the guiding question of "How good is my information?" as part of the Empirical Reasoning learning goal.
- **Using Mathematics and Computational Thinking:** The NGSS integrates mathematical and computational thinking into scientific inquiry. This enables the prediction and testing of physical behaviors, as well as the use of statistical methods to evaluate patterns and correlations, deepening understanding of natural systems. This aligns with the Empirical Reasoning goal's emphasis on understanding numbers and studying how things change over time, which fall under the broader category of quantitative reasoning.

### Evidence-Based Argumentation

Empirical Reasoning requires the ability to draw conclusions from research and support them with evidence. The NGSS cultivate this skill through:

- **Engaging in Argument from Evidence:** Students learn to construct arguments based on data, critiquing and defending claims about the natural world using scientific reasoning and evidence. This connects to the Empirical Reasoning focus on drawing conclusions and presenting research findings.
- **Obtaining, Evaluating, and Communicating Information:** Students engage in a critical reading of primary scientific literature and discuss the validity and reliability of the data, hypotheses, and conclusions. This practice echoes the SBPLA emphasis on considering existing research and the quality of information.

### Crosscutting Connections

The Empirical Reasoning goal is not confined to a single scientific discipline. It encourages students to apply this way of thinking across different fields, from physics to sociology to art theory. The NGSS reflect this interdisciplinary approach through:

- **Connections to Other Disciplinary Core Ideas:** The NGSS documents explicitly highlight connections between different scientific disciplines, providing students with an organizational framework for connecting knowledge from the various disciplines into a coherent and scientifically based view of the world.
- **Common Core State Standards Connections:** Each NGSS document also connects to relevant ELA and Math standards. This further emphasizes the cross-curricular nature of "Empirical Reasoning", connecting scientific practices to broader communication and quantitative reasoning skills.

The SBPLA Empirical Reasoning goal and the NGSS strongly complement each other. The NGSS provide a rich and detailed framework for developing the scientific practices and habits of mind that are essential for thinking like a scientist. Students learn to formulate questions, design investigations, analyze data, construct evidence-based arguments, and communicate their

findings effectively. These skills, fostered through the NGSS, equip students to engage in empirical reasoning across various scientific disciplines and beyond, aligning with the broader vision of SBPLA.

- c. *Provide evidence demonstrating that the curriculum is likely to improve students' academic performance. Provide research on the curriculum, including citations, that demonstrates the potential of the curriculum to result in high student achievement. Provide examples of curricula documentation (i.e., curriculum map, scope and sequence, and lesson plan for course of study).*

It is important to frame the purpose of academic achievement at the high school is to serve as a lagging indicator that demonstrates the successful completion of their high school program as well as post-secondary readiness. The SBPLA curriculum is designed to prepare students to be college and career ready unlike most traditional institutions.

Key BPL National Team Leaders including Dr. Elliot Washor, Dr. Andrew Frishman, and Dr. Eva Mejia, wrote a report of the findings that resulted from a longitudinal study conducted by Dr. Karen Arnold from Boston College. According to Washor et al. (2021) key findings included, 97% of BPL students were admitted into two-year or four-year colleges, 96% of BPL alumni reported they were in touch with their high school advisors  $\geq 2$  years after graduation, 74% of BPL alumni who are working, and not enrolled in post high school education, report securing a job through a contact made through one of their high school internships, and 49% of BPL alumni participated in community service post-graduation.

Arnold's (2020) study as reported by Washor et al., (2021) found that:

- Big Picture Learning students and alumni were deeply connected to peers and to adults, and that they developed the skills to build and maintain connections and forge relationships over time.
- Big Picture Learning graduates were equally likely to enroll in college, regardless of their race, gender, or parents' level of education. The lack of disparities is unprecedented, and generally has not been observed by research studies on other school networks.
- The only demographic factor that did make a difference in the likelihood of Big Picture Learning alumni enrolling in college was English language learner status. This turns out to be big news because English language learners from Big Picture Learning schools were more likely than native English speakers to enroll in college! The exact opposite is most often observed in many other schools and school networks.
- BPL schools excel at helping students know who they are, what they care about, and what they can do to explore and learn more about their interests.
- Learning Through Interest/Internship (LTI/I) provides students access to adults with similar interests to learn from and connect with in a work environment where they use their knowledge gained in real-world settings. Alumni reported that their relationships and experiences helped them learn how to navigate the world of work and become comfortable and confident at work.

Additional research from Big Picture Learning Australia, through a longitudinal study, examined the experiences of students who transitioned to universities using the International Big Picture Learning Credential (IBPLC). Initial findings, reveal several key themes:

Learning through Internships: Internships played a crucial role in expanding career aspirations, providing authentic learning experiences, and equipping students with workplace skills.

Growing Confidence: Students reported increased self-belief, self-regulation, communication skills, and study/life skills, which they attributed to the Big Picture Learning design's emphasis on student agency and personalized learning.

Passion-Based Learning: The opportunity to pursue individual interests and passions fostered strong learning dispositions and reflective practices, which benefited students in their tertiary studies.

Strong Relationships and Support Systems: Students highlighted the importance of relationships with advisors, peers, family, and mentors in their academic and personal success.

Overcoming Challenges: Students demonstrated resilience in navigating challenges related to the Big Picture program, personal circumstances, prior educational experiences, and the transition to university.

The research and evidence presented strongly suggest that the SBPLA curriculum framework has the potential to significantly improve student academic performance. The longitudinal studies conducted by Dr. Karen Arnold (2000) and Big Picture Learning Australia (Fischetti et al., 2022) highlight the positive outcomes associated with the Big Picture Learning design, including high college enrollment rates, strong student-advisor relationships, and the development of essential skills for success in higher education and the workforce. These findings, combined with the alignment of the SBPLA curriculum with the Connecticut Core Standards and its focus on personalized, interest-based learning, provide a compelling case for the curriculum framework's effectiveness in fostering high student achievement. By incorporating the key elements of the Big Picture Learning model and adapting them to the specific needs of Stamford students, SBPLA is well-positioned to create a transformative educational experience that elevates each student to reach their full potential.

- d. Explain why the curriculum is appropriate for the students the school intends to serve as well as students with disabilities, English Learners/Multilingual Learners (EL/ML), students below or above grade level, and other at-risk students.*

SBPLA's curriculum framework is intentionally designed to cater to the diverse needs of Stamford's student population, including those with disabilities, English Learners/Multilingual Learners (EL/ML), students below or above grade level, and other at-risk students. The curriculum's inherent flexibility and focus on individualized learning make it uniquely suited to address a broad spectrum of student needs and abilities.

The SBPLA advisory structure provides all students with small learning environments that are complemented by supportive relationships. This is crucial for students with disabilities, ELs/MsL, and those who may require additional social and emotional support.

The advisory structure also supports the individualized nature of the learning framework, ultimately, affording all students the support they need. Small class sizes allow the advisors to get to know their students and their unique needs. With advisory, each student will develop a learning plan in collaboration with their advisor, parent(s)/guardian(s) and their mentor (if applicable), which make up individualized learning teams specific to each student. The learning team, due to their intimate relationship with the student, can strategically plan scaffolding and differentiation into student learning plans. This environment and framework also promotes students to engage in learning through a culturally relevant lens.

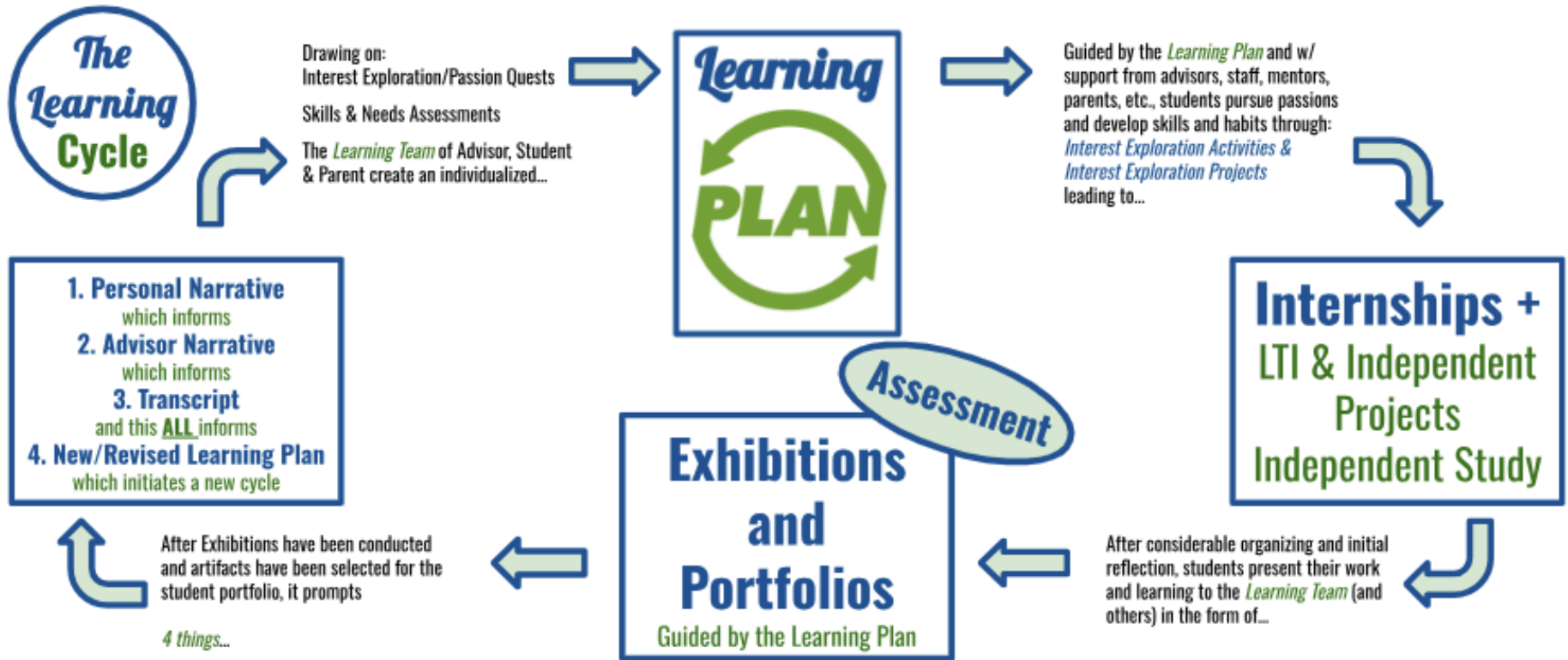
Through intentional student agency and choice that the curriculum framework is built on, students are able to take ownership of their learning through interest-based projects and internships. This is intended to foster intrinsic motivation and engagement, which is particularly beneficial for at-risk students who may be or have been disengaged from traditional school models.

Additionally, advisors will be provided with professional learning opportunities centered on tier one instructional strategies that are research-based to support the access of ELs/MLs while also being relevant to all students that may need support in accessing the curriculum.

- e. Describe a plan that will facilitate ongoing development, improvement, and refinement of the curriculum.*

Instituting a strategic learning cycle that continuously occurs throughout each school year allows for individualized student learning to constantly be reviewed, reflected upon and refined. This cycle is facilitated by the advisory, however, it's driven by the student and supported by their parent(s)/guardian(s) and mentors. The overarching learning cycle that all students engage in multiple times throughout the course of a school year can you be viewed below:

Figure 3e:1



Throughout the course of project work and other studies, students practice and demonstrate the following learning goals, articulated as competencies in narratives, transcripts, and IBPLC profile. This is reinforced through continual planning, engagement, presenting, and reflection upon their work.

<p><b>Knowing How To Learn</b> The disposition and strategies to take responsibility for learning.</p>	<p><b>Personal Qualities</b> The understanding of self and others in order to take social action.</p>	<p><b>Quantitative Reasoning</b> The disposition, confidence and capability to use mathematics for life, learning and work.</p>	<p><b>Empirical Reasoning</b> Using observation, experience, and experimentation to explain phenomena and make decisions.</p>	<p><b>Communication</b> The ability to express ideas to connect with and influence others.</p>	<p><b>Social Reasoning</b> Contributing to society through an understanding of social issues.</p>
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<p>By repeating the Learning Cycle Multiple times, our students build 3 key capacities important to their success in school and beyond.</p>	<p>They are reflective and know themselves well. They have a sense of where they came from and the power of learning by reflecting on experience. They are self-aware. Upon graduating, the culminating work representing this journey is called the...</p> <p style="text-align: center;"><b>Autobiography</b></p>	<p>They are skilled learners, able to direct their learning in various contexts and envision, plan, organize, and carry out all manner of projects. Upon graduation, they will have experienced many projects. The most extended and complex of these is likely to be the...</p> <p style="text-align: center;"><b>Senior Thesis Project</b></p>	<p>They are knowledgeable about and well prepared for continued learning after high school. The multiple years of exposure to post high school options and a justified confidence in their abilities and resources. This preparation culminates with the...</p> <p style="text-align: center;"><b>Post High School Plan</b></p>
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- f. *Explain the process that will be used to monitor and evaluate whether the curriculum is effective and successfully implemented.*

SBPLA will employ a comprehensive monitoring and evaluation process to ensure the effective implementation and success of its curriculum. This process will utilize a combination of leading and lagging indicators. Leading measures, such as advisory one-on-ones, grade-level PLCs, mentor check-ins, and universal screening data, will provide ongoing formative feedback to inform instructional adjustments and interventions. These measures will allow for continuous monitoring of student progress and curriculum effectiveness, enabling timely adjustments to optimize learning outcomes. Lagging measures, including the IBPLC, exhibitions, report cards/transcripts, i-Ready diagnostic assessments, PSAT/SAT scores, and NGSS assessments, will offer a summative evaluation of student learning and curriculum impact. By analyzing these diverse data sources, SBPLA will gain a holistic understanding of student achievement, identify areas of strength and weakness in curriculum delivery, and ensure continuous improvement in its educational program. This multifaceted approach to monitoring and evaluation will ensure that SBPLA's curriculum remains relevant, rigorous, and responsive to the needs of all learners.

### **Leading Measures**

Multiple learning measures will be used to inform decisions and determine formative success relative to curriculum implementation and its effectiveness. These leading measures are as follows:

**Advisory One-on-Ones.** The principal will regularly schedule one-on-one meetings with advisors and all staff members of SBPLA. This will allow for two-way communication regarding student learning, implementation of individualized learning plans, execution of the learning cycle, and student placement into internships/learning opportunities outside of the classroom. These one-on-ones promote continuous coaching of advisors and provide multiple opportunities to monitor student progress.

**Grade Level PLCs.** Each grade level will be composed of three advisories, comprising a total of 15 students. Dedicated time will be allocated within faculty meetings for advisors to collaborate on effective strategies for curriculum implementation and problem-solving challenges. PLC time will allow advisors to review student work, discuss effective Tier 1 instructional strategies in order to monitor learning. This collaborative process will also inform decisions regarding extensions and interventions that may benefit students.

**Mentor Check-Ins.** Advisors will be expected to regularly check in with mentors of students participating in internships. Mentors will provide feedback on student learning from a professional perspective. This will allow advisors to assess students' application of their learning in real-world settings. As part of mentor check-ins, advisors will observe students and/or review their work to evaluate their progress outside of the classroom.

**Universal Screening Data.** The use of i-ready universal screening assessments will support student progress at the beginning, middle and end of the year for at least ninth grade students. This will support advisors plan student groupings, appropriate support in the form of differentiation and scaffolding, and also determine relevant interventions.

**IBPLC Student Work Review.** The IBPLC rubric frameworks will be used to assess students' progress toward mastering the six learning goals. Advisors will work with students to strategically select work samples and artifacts that serve as evidence of learning, assessed against the quality criteria associated with each indicator. This process will demonstrate growth over time and inform focus areas for future learning plan cycles.

## **Lagging Measures**

Multiple measures will be used to inform summative success relative to curriculum implementation and its effectiveness. These lagging measures are as follows:

**International Big Picture Learning Credential.** After moderating and finalizing judgments about sources of evidence, the assessment protocol calls for advisors to consider the student as a whole. This holistic measure requires the selection of only one quality criterion for each indicator that best describes the student learning that has been consistently demonstrated over time.

**Exhibitions.** Students will conduct exhibitions to demonstrate their learning based on the goals established within their individualized learning plans. Exhibitions will include artifacts, demonstrations, and other authentic means to showcase mastery, or progress towards mastery, of the BPL goals.

**Report Cards/Transcripts.** These documents will show individual student progress toward successfully completing marking period, semester, yearly, and school career expectations. This information can inform individual growth, success, and needs, while also being aggregated to show growth, success, and needs by advisory, grade level, and/or the whole school.

**i-Ready Diagnostic Assessments.** Students will complete beginning-, middle-, and end-of-year assessments via i-Ready (or another similar assessment platform) to track student progress in reading and mathematics, aligned to the CCS. While this diagnostic assessment tool serves as a leading measure to inform instructional planning, it also functions as a lagging indicator of grade-level proficiency.

**PSAT and SAT.** Students will take the PSAT as 10th and 11th graders and the SAT as 11th graders, similar to all high school students in Stamford Public Schools. This will provide data on how SBPLA compares to other high schools within the Stamford community and across the state of Connecticut.

**Next Generation Science Standards Assessment.** All 11th grade students will participate in the NGSS assessment administration. This will inform student mastery and progress towards mastery of NGSS and make informed decisions on increasing access and instruction specific to the standards that are in need of improvement.

## **4. Instruction**

- a. *Describe the instructional methods or techniques that will be used in the proposed school, including any specific requirements for implementing a particular pedagogical approach (i.e., co-teaching or instructional assistants, technology, physical space, class size, etc.).*

Dr. Elliot Washor, who co-founded The Met with Littky, frames the thinking behind the SBPLA instructional methods well by explaining that people do not learn best by sitting quietly at a desk, but rather when they are able to walk, talk, play, interact, make things, break things, make mistakes, and fail (Washor & Boldt, 2023). Washor (2023) summarized his perspective through this quote, “So, if we see the student as the curriculum and the community (or world) as the school, then our schools are going to look different, and so will our schedules, our exams, and the places where we are “allowed” to learn for credit and credentials.”

A dynamic and personalized instructional approach that is grounded in the distinguishers of BPL best describe the instructional methods and techniques at SBPLA. This approach recognizes that learning is not confined to a traditional classroom and thrives on real-world experiences, student agency, and individualized support.



## **Instructional Methods and Techniques that Drive Learning**

- **The Learning Cycle:** As depicted in Figure 3e:1, the learning cycle will guide the instructional process, emphasizing a continuous loop of exploration, investigation, and demonstration of learning. This cyclical approach allows for personalization, flexibility, and responsiveness to student needs and interests. The Learning Cycle shown in Figure 3e:1 outlines how the teaching and learning process is facilitated at the SBPLA within the advisory structure.
- **Advisory:** The small advisory structure (15:1 student-to-advisor ratio) will ensure personalized support and guidance for each student. Advisors will serve as mentors, advocates, and facilitators of learning, fostering strong relationships with students and families.
- **Individualized Learning Plans:** Each student will have an individualized learning plan tailored to their interests, goals, and learning styles. This plan will be developed in collaboration with the student, their advisor, family members, and potentially mentors.
- **Passion Quests:** Students will engage in passion quests, in-depth explorations of topics they are passionate about. These projects will provide opportunities for self-directed learning, research, and creative expression. Furthermore, passion quests will help students identify fields, mentors, organizations, and businesses aligned with their interests, potentially leading to valuable internship experiences.
- **Learning Through Interests/Internships:** Real-world learning will be a cornerstone of the SBPLA experience. Internships will provide students with opportunities to apply their knowledge and skills in authentic settings, gain valuable work experience, and build professional networks.

SBPLA's instructional approach intentionally fosters rigor through real-world experiences like internships with authentic deadlines and accountability, cultivates relevance by connecting learning to student interests through passion quests, and prioritizes relationships by developing strong advisory communities, facilitating mentor relationships, and connecting students to supportive networks at school and in the community.

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

SBPLA's instructional methods, rooted in the BPL student-centered philosophy, are designed to foster high achievement for all learners, including those with diverse needs. By personalizing learning through Individualized Learning Plans, SBPLA caters to different learning styles, interests, and abilities, promoting intrinsic motivation, especially for students who may have struggled in traditional settings. The small, nurturing advisory structure provides a sense of belonging and individualized attention, crucial for students who need additional social-emotional support, such as special education students, English Learners/Multilingual Learners, and those entering below grade level.

To ensure equitable access to the curriculum, advisors will receive professional development on high-quality Tier 1 instructional strategies specifically designed to support English Learners/Multilingual Learners. Additionally, the advisors will be supported by a special education teacher (FTE to be determined by student IEP needs) to provide co-teaching and

small-group support. This will further enhance the school's capacity to differentiate instruction and meet the needs of all learners. For students with an IEP, the responsible special education teacher will be an integral part of the student's learning team to ensure individual learning plans are appropriately designed and maintain equal parts of high expectations and support. By embedding scaffolding and differentiation in the learning process, SBPLA ensures all students can access the curriculum and achieve success. This, coupled with a comprehensive support system (including restorative practices and MTSS), creates an inclusive environment where high achievement is attainable for all students, regardless of their individual needs or backgrounds.

- c. Describe how the proposed school will create a data-driven culture to meet a wide range of students' needs using differentiated tiered instruction.*

SBPLA will cultivate a data-driven culture by continuously analyzing a range of leading and lagging indicators to inform instructional practices, interventions and other revisions of practice to meet diverse student needs through differentiated tiered instruction.

Leading indicators including advisory one-on-ones, grade-level PLCs, mentor check-ins, and universal screening data will enable early identification of student needs and timely adjustments to instruction. Moreover, each learning cycle will provide key information pertaining to student learning, strengths and relative areas of need. This can inform adjustments for subsequent learning cycles.

Lagging indicators, including IBPLC ratings, exhibitions, report cards, and standardized test scores will provide a comprehensive picture of student learning and curriculum effectiveness. By analyzing these data points, educators will not only be able to identify students who may require additional support and tailor interventions accordingly, but serve as accountable tools providing important summative data. This will help ensure that all students receive the appropriate level of challenge and support to succeed and will further promote a cycle of continuous improvement, where instructional practices are regularly refined based on student performance and feedback, ultimately leading to improved outcomes for all learners.

- d. Explain how the proposed school will support staff to be proficient in delivering high quality instructional methods to their students (i.e., professional development, instructional coaching, administrative support, etc.).*

SBPLA is committed to developing a highly skilled and effective staff. To achieve this, the school will implement a multifaceted professional development system designed to enhance staff members' instructional proficiency and overall capacity to implement the BPL model. Regular professional development opportunities will be provided, focusing on key areas such as differentiated instruction, project-based learning, and culturally responsive teaching, ensuring that staff members are empowered to provide an educational experience that is grounded in research and best practices.

Advisors will also receive individualized instructional coaching from experienced BPL educators, including support from the BPL national team, to refine their teaching methods and address specific challenges. Moreover, the principal will offer consistent coaching and support, including assistance with advisory planning, exhibition facilitation and communication with families. To further facilitate collaboration and knowledge sharing, dedicated time will be allocated for grade-level PLCs. As previously referenced, the school will also implement regular

one-on-one meetings between the principal and advisors to discuss student progress, instructional strategies, and professional goals.

In addition, monthly after-school sessions will be dedicated to staff development, providing a forum for in-depth exploration of high quality and ambition instructional strategies. This monthly time will also hold space for collaborative problem-solving.

Furthermore, daily check-ins will be conducted to ensure that daily plans align with student needs and school goals. Through this multifaceted approach, SBPLA will continuously support and develop its staff to improve their instructional practices.

Outside of SBPLA, staff will be afforded opportunities to attend the Big Bang national conference, which occurs annually as well as the Big Picture Leadership conference. These unique professional learning gatherings allow participants to see, first hand, innovative practices at Big Picture schools across the country, while also collaborating with other professionals to share challenges and best practices.

- e. Using a coherent systems approach, explain how your school will provide high-fidelity interventions, efficient and sustained intervention implementation, and continuous regeneration of effective, efficient, and relevant practices.*

SBPLA's small size, 15:1 advisory structure, and individualized learning plans create a tightly-knit learning environment where a systems approach to high-fidelity interventions is woven into the very fabric of the school. This foundation allows for early identification of student needs, targeted support, and continuous refinement of practices to ensure every student receives the most effective and relevant interventions.

High-fidelity interventions are ensured through a multi-layered system of support. The advisor, acting as the primary point of contact, closely monitors student progress through daily interactions, one-on-one meetings, and continuous assessment of individualized learning plans. This constant feedback loop enables the advisor to quickly identify any deviations from expected progress and implement timely interventions. This same approach can be used to identify trends across the advisory to inform small-groupings or whole group support. Furthermore, the collaborative nature of the advisory structure fosters a shared responsibility for student success, with advisors regularly meeting in grade-level PLCs to discuss student work, share effective strategies, and problem-solve challenges. This collaborative approach ensures that interventions are informed by a collective understanding of student needs and best practices.

Efficient and sustained intervention implementation is achieved through a streamlined process that leverages the school's small size and strong relationships. Once a student's need is identified, the advisor, in collaboration with the student's learning team (which may include parents/guardians, mentors, and other relevant staff), develops a targeted intervention plan that aligns with the student's individualized learning goals. Interventions are strengthened through tools such as i-Ready to align support directly with CCSs. Additionally, i-Ready as an assessment tool shows the efficacy of the intervention and how students are growing over time. These strategies, combined, allow the advisor to closely monitor the implementation of student learning plans, making adjustments as needed based on ongoing assessment data. Regular communication with the student's learning team ensures that everyone is informed and invested in the student's progress.

Continuous regeneration of effective practices is embedded in the school's culture of reflection and improvement. Advisors regularly engage in professional development opportunities focused on evidence-based interventions and instructional strategies. They also participate in reflective practices, such as analyzing student work and assessment data, to identify areas for growth and refine their instructional approaches. This commitment to continuous learning ensures that interventions remain relevant and effective in meeting the evolving needs of students. By integrating these elements into a coherent system, SBPLA will provide high-quality, data-driven interventions that are efficiently implemented, sustained over time, and continuously refined to maximize student success.

## **5. Student Assessment**

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

The primary assessment system at SBPLA is the International Big Picture Learning Credential (IBPLC). The IBPLC was developed in Australia for students who have completed education within a BPL school. The IBPLC serves as a comprehensive record of student achievement, aiming to be recognized as a trusted alternative to traditional secondary school certificates. This credential supports graduates transitioning to higher education, vocational training, or employment.

SBPLA will offer a unique educational approach, distinct from traditional secondary schools as outlined in the above sections. The IBPLC assesses personalized student learning journeys inclusive of student interests, aspirations, projects development/completion, internships, and mentorship opportunities. This approach fosters essential skills like problem-solving, critical thinking, and adaptability.

In 2019, BPL partnered with the Assessment Research Centre (ARC) at the University of Melbourne to develop the IBPLC. The goal was to create a credential that accurately reflects the distinctive competencies of BPL graduates, ensuring its reliability, validity, and comparability across different contexts. The collaboration aimed to provide students with a comprehensive document that showcases their knowledge, skills, and personal qualities in a way that is easily understood and valued by universities, employers, and students themselves.

To best understand the IBPLC, it is important to unpack the credential to show how it uniquely assesses each student, one at a time. The components of the IBPLC are as follows:

Portfolio and Exhibitions. BPL students demonstrate and track their learning through portfolios and exhibitions. As they progress, students are guided to create a graduation portfolio, which showcases their skills and growth, especially for those interested in higher education. This portfolio includes a Senior Thesis, an in-depth research project with a community impact, and an Autobiography, a reflective piece on their personal learning journey. It also highlights their involvement in social action projects, their experiences during internships (LTI), and their plans for after graduation. This portfolio, along with regular exhibitions where they present their work, provides a comprehensive view of their achievements and readiness for their next steps. Table 5a1 below outlines all of the components of the graduate portfolio.

BPL Graduation Portfolio <sup>1</sup>
<b>Senior Thesis:</b> An in depth, original research project focused on a topic of personal interest.
<b>Autobiography:</b> A literary reflection, from the student perspective, on their evolution as a learner.
<b>Social Action Projects:</b> Development or participation in projects centering community engagement and social reasoning skills.
<b>Learning Through Interests/Internships (LTI):</b> Experiences and projects completed during internships with professional mentors.
<b>Post-Secondary Plan:</b> Exploration of future study and employment pathways.
<b>Individualized Learning Plans:</b> Evidence of planned goals and their achievement during grades.
<b>Exhibition Artifacts:</b> Achievement showcased through reflection aligned to learning plans.

Constructs and Capabilities.

Construct	Capabilities (Sub-competencies) <sup>2</sup>
Empirical Reasoning	
Uses observation, experience and experimentation to explain phenomena and make decisions	<ul style="list-style-type: none"> <li>• Explores</li> <li>• Investigates</li> <li>• Evaluates</li> </ul>
Social Reasoning	
Contributes to society through understanding of social issues	<ul style="list-style-type: none"> <li>• Applies social lenses</li> <li>• Understands social issues</li> <li>• Formulates responsible social action</li> </ul>
Quantitative Reasoning	
The disposition, confidence and capability to use mathematics for life, learning and work	<ul style="list-style-type: none"> <li>• Valuing mathematics</li> <li>• Using mathematics</li> <li>• Evaluating mathematics</li> </ul>
Communication	
Expresses ideas to connect with and influence others • Designs communication	<ul style="list-style-type: none"> <li>• Expresses meaning</li> <li>• Connects</li> </ul>
Personal Qualities	

<sup>1</sup> Table 3 ([Johnston and Milligan, 2020](#))

<sup>2</sup> Table 6 ([Johnston and Milligan, 2020](#))

<p>Demonstrates an understanding of self and other, and takes social action</p>	<ul style="list-style-type: none"> <li>• Insight into self</li> <li>• Insight into others and the capacity for social action</li> </ul>
<p>Knowing How to Learn</p>	
<p>Develops the disposition and strategies to take responsibility for learning</p>	<ul style="list-style-type: none"> <li>• Engages with learning community</li> <li>• Learns through inquiry</li> <li>• Develops a disposition for learning</li> </ul>



# Key features

Warranted by the University of Melbourne through the Assessment Research Centre

Student Statements a nutshell description of the student's passions, goals and achievements as a learner

Live links these lead to a repository of evidence in a student's Online Portfolio and Video Profile

Flower diagram each petal represents a credential and demonstrates the student's level of proficiency

Level Statements a description of the standard from 1 - 5 attained by the student

Achievements a list of awards, short courses, internships, part time work and community activities

Criterion based a student is assessed in terms of what they can do and demonstrate, rather than by what others can do

Formative assessment occurs over multiple occasions and contexts

Teacher judgement is central supported by regular moderation mechanisms

Underpinned by psychometrics ensures validity and reliability of the assessment tools and processes

<sup>3</sup> [IBPLC Introduction](#) (2021)

In summary, SBPLA's comprehensive assessment system, anchored by the IBPLC, is thoughtfully aligned with the school's distinguishers. By incorporating a diverse range of assessment tools, including diagnostic assessments like i-Ready, formative assessments embedded in the learning cycle and individualized learning plans, and summative assessments like exhibitions and standardized tests, SBPLA ensures a holistic and nuanced understanding of student learning. Please reference response d, below, for additional information.

- b. Explain how the proposed school will ensure the participation of all general education students, students with disabilities and students identified as English Learners/Multilingual Learners in the applicable Connecticut Smarter Balanced Assessment, Next Generation Science Standard Assessment, Connecticut SAT School Day, LAS Links Assessment, Kindergarten Entrance Inventory, Connecticut Physical Fitness Assessment and/or Connecticut Alternate Assessment System.*

SBPLA is committed to full participation of all students, including general education students, students with disabilities, and English Learners/Multilingual Learners, in all applicable state assessments. We will adhere to all state policies, procedures, and guidelines for administering these assessments, including the NGSS Assessment, Connecticut SAT School Day, LAS Links Assessment, and Connecticut Physical Fitness Assessment. This includes appropriate assessments and accommodations for students with disabilities per assessment guidelines, students' IEPs and the Planning and Placement Team (PPT) process. These include the use of the universal tools, designated supports, and accommodations protocols and in accordance with students' IEPs and the PPT. SBPLA will continue to monitor these guidelines as they may be revised based on state experience and research findings.

All students will be held to the same participation and performance expectations as other public schools on the NGSS Assessment in grade 11, the Connecticut School Day SAT, the Connecticut Alternate Assessment System, and the English Language Proficiency assessment as appropriate. Embedded and non-embedded universal tools will be available to all students, designated supports will be made available when indicated by an adult or team, and accommodations will be provided to students pursuant to students' IEPs or 504 plans. For students with special needs, these decisions will be made by the PPT. 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. Exceptions will be made for English learners who are enrolled in their first year of school in the United States. SBPLA will follow the state's guidance for alternate assessments based on modified achievement standards (AA-MAS) and participate in any training the state or consortium offers.

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

SBPLA's multifaceted assessment system will provide a comprehensive understanding of student progress at individual, cohort, and school-wide levels. Individualized learning plans, co-created by students, their advisors, and learning teams, will outline specific, measurable goals tied to both academic and non-academic growth, as aligned with the school's mission and educational priorities. These plans will serve as the foundation for ongoing monitoring and evaluation, with formative assessments embedded in the learning cycle, including regular check-ins with advisors



and mentors, providing actionable feedback to guide students toward their goals. Additionally, diagnostic tools like i-Ready will offer insights into student skill levels and progress toward Connecticut Core Standards mastery.

Dedicated PLC time will enable advisors to collaboratively analyze student progress data from various sources, identifying individual student needs, as well as trends within advisories and across grade levels. This data-driven approach will inform targeted interventions, differentiated instruction, and the continuous refinement of curriculum and instructional practices. Furthermore, the school will develop an annual strategic improvement plan based on a comprehensive analysis of assessment data, ensuring that school-wide goals and professional development for staff are aligned with identified areas of need.

The iterative IBPLC process, encompassing student portfolios and exhibitions, will provide a longitudinal record of student growth and achievement across the six learning goals. This will not only empower students to take ownership of their learning, but also enable the school to monitor progress toward its mission of developing curious, courageous, and actualized learners. The "flower diagram" representation of the IBPLC will offer a visual snapshot of each student's strengths and areas for growth, fostering a culture of continuous improvement and motivating students to strive for their personal best. By leveraging this comprehensive assessment system, SBPLA will ensure that all students receive the personalized support and challenge they need to succeed academically, socially, and emotionally, ultimately, preparing them to thrive in college, career, and life.

*d. Describe how the school will use student assessment data to improve curriculum and instruction and tiered supports.*

SBPLA will establish a cyclical, data-driven process to continuously refine and enhance its curriculum, instructional practices, and tiered support systems. This process will involve the systematic collection and analysis of various assessment data, including:

- Formative Assessments: Embedded within the learning cycle, these assessments will provide ongoing insights into student learning, allowing teachers to make real-time adjustments to instruction and interventions.
- Summative Assessments: Including exhibitions, standardized tests, and the IBPLC, these assessments will offer a comprehensive overview of student achievement, informing broader curriculum and instructional improvements.
- Diagnostic Assessments: Tools like i-Ready will pinpoint individual student needs, guiding the development of targeted interventions and differentiated instruction.

This data will be analyzed at various levels:

- Individual Student Level: Advisors will use data to personalize learning plans, monitor progress, and implement timely interventions.
- Cohort Level: Grade-level PLCs will analyze data to identify trends, share effective strategies, and develop collaborative solutions.
- School Level: Principal will use data to evaluate overall program effectiveness, inform strategic planning, and guide professional development for staff.

Through this data-driven approach, SBPLA will:

- Identify areas of strength and weakness in the curriculum: This will guide revisions and ensure alignment with student needs and educational priorities.
- Refine instructional practices: Teachers will receive targeted professional development based on data analysis, enhancing their ability to deliver high-quality instruction.
- Implement tiered interventions: Students who are not meeting achievement targets will receive timely, individualized support through a multi-tiered system of supports (MTSS).
- Monitor the effectiveness of interventions: Ongoing data analysis will ensure that interventions are impactful and lead to improved student outcomes.

By embedding this continuous improvement cycle into its operations, SBPLA will create a responsive and adaptive learning environment where curriculum, instruction, and support systems evolve to meet the ever-changing needs of its students. This commitment to data-driven decision-making will support the success of each student by informing strategic support and casting light on areas of the curriculum and the instructional strategies that support that require adjustments and improvements.

- e. Explain the process to use assessment data to apply appropriate and timely tiered student interventions, support, and targeted goals with a plan to address the needs of students who do not meet established achievement targets.*

At the start of each school year, advisors will review prior-year data and initial assessment screening data to identify student strengths and needs. This information will guide Tier 1 instruction and inform potential Tier 2 and 3 interventions. Embedded PLC time will facilitate collaboration among advisors, enhancing this process. The initial data review will also inform the development of individualized learning plans (ILPs) in partnership with students. Once implemented, ILP goals and interventions will be continuously monitored to assess their effectiveness and student progress. Regular one-on-one meetings will enable advisors to coach students effectively, tailoring support to individual learning needs. The school's low student-to-advisor ratio facilitates ongoing, formative progress monitoring, allowing for timely adjustments to ILPs within each learning cycle. Student exhibitions, attended by peers, advisors, and learning team members, will showcase student progress and goal attainment. Post-exhibition reflections will then inform the creation of new ILPs for the subsequent cycle.

Should any student need arise that was not initially identified, advisors, students, mentors, or learning team members can convene an MTSS meeting. This meeting will facilitate discussion and the addition of interventions and SMART goals to the student's ILP, ensuring their needs are met. Individual work time (IWT) within the advisory structure will allow students to progress on internship/learning plan projects and tasks. Advisors can also utilize IWT for targeted small-group or individual Tier 2/3 support, seamlessly integrating interventions into the daily routine. Mid-year assessments will provide further insights into student growth and learning, as well as the effectiveness of instruction and interventions.

SBPLA's cyclical learning processes, with their numerous checkpoints and diverse assessment methods, will ensure that student proficiency levels are accurately gauged, growth is tracked, and necessary adjustments are made. This comprehensive approach will encourage students to successfully achieve their learning targets.

## II. STRENGTH OF ORGANIZATIONAL EFFORT

### 1. Experience and Expertise of Founders

*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.*

- a. 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.*
- b. 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 the proposed school's development.*

The School is founded by Dr. Tamu Lucero, Dr. Lori Rhodes, Matthew Laskowski, and Dr. Charlene Reid- a true district charter school collaboration. Dr. Reid will be a member of the School's Governing Council.

Dr. Tamu Lucero is the Superintendent of Stamford Public Schools. Dr. Lucero was appointed to her current role on April 23, 2019. During her 25+-year career in education, she has worked diligently to improve the public school system. Dr. Lucero believes education is a global initiative requiring an alliance among all communities to elicit effective and efficient reform. Her primary goal is to ensure that all students exhibit growth that is commensurate with their ability.

Dr. Rhodes is the Associate Superintendent of Stamford Public Schools overseeing high school programming. Dr. Rhodes has worked in education for over twenty years, serving as a bilingual Spanish elementary teacher, a secondary school history teacher, and an administrator in public, independent, and charter schools in California, New York, and Connecticut. She was also an Assistant Professor of Educational Leadership at Sonoma State University in northern California. Working primarily in Title 1 areas, with English Learners and first generation students, Dr. Rhodes is committed to providing educational opportunities and access for each student by creating a rigorous and supportive college and career ready culture.

Mr. Matthew Laskowski, the Associate Superintendent of Stamford Public Schools overseeing middle school programming, has dedicated over 19 years to education as a teacher, dean of students, assistant principal, principal, executive director, and currently, associate superintendent. His experience spans large, diverse districts, including Danbury and Stamford, CT. As a Stamford resident whose children attend local schools, he has a deep-rooted passion for the community. Mr. Laskowski is committed to expanding access and opportunities for all students and is actively involved in developing programs, including SBPLA, that aim to achieve this goal.

Dr. Reid, Co- Chief Executive Officer of the Excellence Community Schools is one of the premier charter school leaders in the country. She was the founder of the Stamford Charter School for Excellence, a recent recipient of the National Blue Ribbon by the United States Department of Education. Dr. Reid has over 20 years as an educator. After earning a BA in Political Science from UCLA, she began her career as a teacher leader in South Los Angeles.

She served as an assistant principal and principal in the Bronx and Harlem. In 2007, Dr. Reid became the Principal and Head of School at the Bronx Charter School for Excellence (BCSE), where she spearheaded the turnaround of a school on the brink of closure. BCSE was subsequently recognized as the highest State Charter School Application performing K-8 non-magnet public school in New York State, and in 2012 was distinguished as a US Department of Education National Blue Ribbon School of Excellence. Dr. Reid was awarded a Cahn Fellowship for outstanding New York City principals at Columbia University, Teachers College in 2011, and later earned a Doctorate in Education, Ed.D. in 2016 from the University of Pennsylvania's Graduate School of Education.

The application was designed by Mr. Laskowski in conjunction with Big Picture Learning, using the BPL design, assessments and other necessary tools to implement a rigorous curriculum aligned to the mission and vision of the School. Big Picture Learning has provided a letter of support for this application. Mr. Laskowski collaborated with a school design coach to visit existing Big Picture Learning schools to observe their programming, staffing and operations. These site visits afforded opportunities to review school documents and materials, interview school leaders, advisors, support staff, students and families. BPL schools that were visited include:

- The Met - Providence, RI
- Camden Big Picture Learning Academy - Camden, NJ
- Vaux Big Picture Learning High School - Philadelphia, PA
- San Diego Met High School - San Diego, CA
- New Legacy Charter School - Aurora, CO

Additionally, Mr. Laskowski attended multiple Big Picture Learning conferences to build local capacity, and introduce other stakeholders to Big Picture Learning. The following conferences were attended with key stakeholders:

- Big Bang 2022 (Chief Academic Officer)
- Leadership 2022 (Chief Academic Officer, Associate Superintendent of Access and Opportunity)
- Big Bang 2023
- Leadership 2023 (Parent, Board of Education Member, Associate Superintendent of Access and Opportunity)
- Big Bang 2024 (Associate Superintendent of High School Programming, Principal)

Mr. Laskowski also participated in “The Year Before Opening” (TYBO) cohort to collaborate with other school and district leaders from across the county that were also in the school design and launch process. This most culminated in a leadership retreat with Dr. Dennis Littky and Dr. Elliot Washor who selected a small number of leaders from across the country to intimately collaborate on school design, equity, and best practices related to navigating school launch challenges.

- c. 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.*

Big Picture Learning network schools can be found in over 110 schools in 27 states, with hundreds more locations found around the world in countries like Australia, the Netherlands, Belize, Italy, India, and Canada. A key focus of BPL's work is coaching and supporting schools as they work to build and sustain student-driven practices and pursue equitable outcomes. Services from BPL include school leader coaching, professional development planning and facilitation, site visits, access to resources that support BPL distinguishers such as imBlaze, school design modules and shared resources among network schools.

Dr. Elliot Washor, Dr. Andrew Frishman, Dr. Eva Mejia, and others wrote a report highlighting the key findings that resulted from a longitudinal study of BPL conducted by Dr. Karen Arnold from Boston College. According to Washor et al. (2021) noteworthy findings included:

- 97% of BPL students were admitted into two-year or four-year colleges
- 96% of BPL alumni reported they were in touch with their high school advisors  $\geq 2$  years after graduation
- 74% of BPL alumni who are working, and not enrolled in post high school education, report securing a job through a contact made through one of their high school internships, and
- 49% of BPL alumni participated in community service post-graduation.

Another longitudinal study of Big Picture Learning Australia (Fischetti et al., 2022) also highlights the positive outcomes associated with the Big Picture Learning design.

## **2. School Governance and Management**

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

- a. Indicate the structure of the governing council, including officers, members (distinguish between voting and non-voting ex-officio members), and length of terms and committees (denote the officers or members on each committee). Please include an organizational chart that encompasses the governing council, council committees, and employees of the proposed school.*

Stamford Big Picture Learning Academy has worked with one of our founders, Dr. Charlene Reid, on understanding the critical roles and responsibilities of an independent charter school Governing Council. SBPLA, based on the approved policies of Stamford Excellence which have been modified for this school with permission, will ensure all applicable laws and regulations are followed. Stamford Big Picture Learning Academy will establish a clear organizational structure of the Board of Trustees (governing council), staff, systems, and procedures, compliant with its charter, applicable laws and regulations, which support the daily operations of the school. Each stakeholder will have clearly defined roles, regulating policies and procedures, and mechanisms for evaluating effectiveness. Every aspect of these components will work cohesively to provide students with a learning environment aligned to the school's mission and vision, focusing on the success of our students.

Upon receiving its initial certificate of approval and pursuant to Connecticut General Statutes(CGS) § 10-66a, SBPLA will obtain federal recognition as a non-profit entity. SBPLA will be governed by a Board of Trustees, composed of 5-15 volunteers with expertise in a variety of fields that will contribute to the effective oversight of the school and its programs. Parent and teacher representatives will be non-voting members serving one-year terms. The term for all other members will be three years, and staggered to prevent simultaneous term expiration for all members. Formation of the Board will take into consideration the student population and the needs within the community of the school's location. The Governing Council's formal composition will commence after the school's initial charter certificate has been approved, and, in part, as the school begins recruitment. The Board will include two founding members, Dr. Charlene Reid and Dr. Tamu Lucero.

The Board will target the following approximations for composition:

- Up to 15 voting volunteer members of the Stamford community representing a vast array of expertise and constituents that will contribute to and enhance the Board's effectiveness. Areas of expertise that the Board will seek include, but are not limited to:
- Education, finance, marketing, real estate, development, and law.
- 1 non-voting parent representative (likely the President of the school's Parent Association, once formed)
- 1 non-voting teacher representative, likely a grade level leader, once staff is hired
- 1 Representative of the Stamford Board of Education, or designee thereof.

The Officers of the Board will consist of a Board Chair, Vice Chair, Secretary, and a Treasurer. The Board may also elect additional Officers for ad hoc committees and task forces as needed. The Chair will nominate and the Board will elect the Officers annually, or as vacancies occur. Each Officer will serve at the pleasure of the Board, holding office until resignation, removal, disqualification from service, or until a successor is named.

The Board will maintain four standing committees that include Executive, Education and Accountability, Development, and Finance Committees. Each standing committee will be composed of at least 3 Board members or 2 Board members and minimally two community members. The Executive Committee will include all Board Officers as well as ex officio members that represent the school's leadership team. The Education and Accountability Committee will include Board members whose expertise include an understanding of the school's educational programs, student achievement data, and its implications on the school's academic goals. The Development Committee will include Board members whose expertise are within real estate, law, and community relations. The Finance Committee will minimally include the Board Treasurer. As additional needs arise, the Board will create additional ad hoc committees and task forces. Non-Board members may also be recruited to support these task forces as non-voting members, to include additional parent, staff, and community members. This allows for the Board to include individuals with specific fields of expertise to contribute their skills to enhance the functions of the task force. It also allows the Board to build interest for future and potential additions to the Board. SBPLA's organizational chart, attached as Appendix A, illustrates the defined accountability and reporting lines for the Board, its committees, and staff. Trustees and employees will abide by the terms of the School's governing documents and applicable laws and regulations that govern the operation of a charter school. For the Board of Trustees (BOT), this includes the By-laws, Code of Ethics and Conflict of Interest policies, and Open Meetings Law. For employees, this includes employment offer letters, financial policies and procedures, and Personnel Manuals/Staff Handbook. The Board and leadership team will

remain cognizant of their responsibilities to oversee the School's operation in accordance with the approved charter and regularly consult with the School's independent legal counsel, CT SDE, and other local charter support entities in every effort to maintain compliance. A draft of the proposed bylaws has been attached as Appendix B.

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

The founding members will recruit mission-aligned volunteers whose fields of expertise will enhance the Board's effective oversight of the school. Initial members will be recruited and appointed by the founding members through professional and personal affiliations, and recommendations from local and community networks. Every member will possess and contribute a range of expertise, skills and experience to oversee the academic, organizational, and fiscal performance of the school. Their professional and voluntary leadership experiences may include: charter schools, elementary education, law, public policy, financial management, marketing, school administration, data analysis, real estate/facilities development, community relations, and fundraising. The Board will routinely assess its capacity for providing effective oversight. When a Trustee resigns, the Board will recruit, nominate, and induct the new member in accordance with the Board election and orientation process described in the draft Bylaws. New members of the Board will, similarly, be recruited through professional, personal, and network affiliations based on the Board's needs-assessment. Minimally, the Board will seek to recruit individuals who exhibit the following characteristics:

- A commitment to providing a high quality charter option for the families of the Stamford community
- Mission- and vision-aligned
- Prepared to attend and contribute to all Board meetings
- Invested in supporting school-wide efforts, to include developing resources, attending major events, researching community-based partnerships, and fundraising
- Ability to contribute to one or more functions of the committees and make decisions that serve the best interests of the students, staff, and organization, to include analysis of student achievement data, financial reports, and real estate developments
- Committed to advocating on behalf of students, families, staff, community, and charter school.
- Dedicated to elevating the quality of education for every student, family, and the community.

Once the initial Board of Trustees is constituted, members will finalize the Bylaws and other governing documents, and will develop a strategic plan for further development of the Trustees, staff, policies, and school. The Board will also participate in Board development trainings and retreats to optimize capacity. The Officers of the Board will consist of a Board Chair, Vice Chair, Secretary, and a Treasurer. The Board may also elect additional Officers for ad hoc committees and task forces as needed. The Chair will nominate and the Board will elect the Officers

annually, or as vacancies occur. Officer roles will be determined based on each individual's experience, expertise, and ability to execute the duties of each role. Each Officer will serve at the pleasure of the Board, holding office until resignation, removal, disqualification from service, or until a successor is named.

- Chair . Subject to Board control, the Chair has general supervision, direction and control of the affairs of the organization, and such other powers and duties as the Board may prescribe. If present, the Chair shall preside at Board meetings.
- Vice Chair . If the Chair is absent or disabled, the Vice Chair shall perform 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 Board may prescribe.
- Secretary . The Secretary shall: (a) keep or cause to be kept, at the organization's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the organization's Charter and Bylaws, with amendments; (c) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and (d) have such other powers and perform such other duties as the Board may prescribe.
- Treasurer . The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the organization's properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the organization's monies and other valuables in the organization's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the organization's funds as the Board directs; (e) render or cause to be rendered to the Chair and the Board, as requested but no less frequently than once every fiscal year, an account of the organization's financial transactions and financial condition; (f) prepare or cause to be prepared any reports on financial issues required by an agreement on loans; and (g) have such other powers and perform such other duties as the Board may prescribe.

Additionally, the school will maintain legal representation on retainer as needed. Once the school is in operation and the staff and Parent Association (PA) have been established, the School's Board will nominate and appoint one parent representative for membership. The Board will ask the PA President, or designee thereof, to represent the parent constituency as a non-voting member. The Board will seek an individual who is invested in the continual improvement of the school and its programs, but who also has relevant knowledge and experience that can enhance Board membership. The PA President will serve at the Board's pleasure for approximately one-year terms, which may be extended to two years to coincide with the term of PA President. A teacher representative will also be nominated and appointed with consultation from the Principal. This individual will likely represent a secondary leadership role, such as a grade level leader or Learning Specialist. The candidate must demonstrate proficiency and experience within the academic model, and the ability to represent his/her peers. Additionally, as board meetings may also entail discussions of sensitive matters, it is crucial that the teacher candidate demonstrates the ability to model the highest levels of professionalism and discretion. As with the parent representative, the teacher must have relevant knowledge and experience that will enhance the role of the board. This individual will serve at the Board's pleasure for approximately a one year term. As the Board of Trustees is constituted and evolves



over the years, it will continually ensure that a broad range of skills and expertise are represented for effective oversight and stewardship of the school.

- c. Describe the plan to appoint subsequent officers and members to the governing council. Please detail the recruitment, selection, and removal procedures.*
- d. Describe how the governing council will exercise oversight and responsibility for the overall operation of the school, including, but not limited to, educational programs, governance and fiscal management, personnel, facility maintenance, and community outreach. In addition, please explain how the governing council will hold the proposed school accountable to both families and stakeholders.*

One of the founding members, Dr. Charlene Reid, will be a board member. It is expected that Dr. Tamu Lucero, Stamford School Superintendent will also be seated as a board member. Further, we will have one teacher as a member and a parent. As community engagement is growing for the school a final trustee will be seated upon approval of the School's charter.

The Board will strive to maintain consistency and stability in its membership. As vacancies arise, the Board will conduct a needs assessment to determine what fields of expertise, personal qualities, and criteria need to be fulfilled. The Board will identify candidates through personal and professional affiliations, and through recommendations by local and community networks. The processes for recruiting and selecting subsequent officers and members will be similar to those described in Sections II.2a-c. Representatives of the Board will meet with the potential candidate, and if the person exhibits the desired characteristics, the individual's resume and qualifications will be reviewed and carefully vetted. The Board will nominate and vote for the individual's election based on the person's eligibility as measured by the criteria set forth by the School's Board of Trustees. If needed, the Board will create a committee for recruiting and nominating candidates. This screening process will be facilitated democratically and the responsibility for vetting will similarly be allocated to the entire Board. Trustees will be elected by the vote of a majority of Trustees then in office. The Board may select any person who in its discretion meets the criteria and will serve in the interests of the students and organization faithfully and effectively. Trustees must also willingly subject themselves to essential background checks, release forms, and complete conflict of interest documents to full satisfaction and compliance. Board members must minimally be 21 years of age. No more than 49% of the persons serving on the Board may be "interested persons", indicating any individual (or familial relation thereof) who is currently or within the previous 12 months has been compensated for services by the organization.

When a Trustee resigns or a term expires, the Board will recruit, nominate, and induct the new member in accordance with the Board election and orientation process outlined in the draft Bylaws. New members will be provided with an orientation process that includes a copy of the school's charter, a school tour, a copy of the Bylaws and other governing documents, and CT charter law. Additional supportive documents such as policy manuals and handbooks, data dashboards, and annual reports may also be furnished to familiarize the inductee to the school's model and current performance. In order to build capacity within the Board, the BOT will participate in one or several Board Development trainings as well as strategic planning sessions. Officer positions will be determined as the Board begins to compose its members. The Board Chair will nominate and the Board will elect officers annually or as vacancies occur. A Trustee may hold any number of offices, except that neither the Secretary or Treasurer may serve concurrently as the Board Chair. Each Officer shall hold office until resignation, removal,

disqualification from service, or until a successor is elected. Nominations to the Board Offices will be determined from within the Board's composition and based on the individuals' ability to serve in each capacity as described in the draft Bylaws. In the event that an individual must be removed from the Board outside of normal term expiration, the removal will be a Board decision. If the disqualification from service is related to a legal or ethical infraction, the Board will immediately suspend all privileges and powers held by that member and hold an emergency meeting in consultation with legal expertise to determine the next course of action. The removal of such a Board member will be voted upon in an emergency executive session, and the person shall likely be counseled to resign unless other legal ramifications are required. The Board reserves the right to remove any Officer or member at any time in accordance with Education Law. Such removal will not prejudice the individual's rights. Similarly, a Board member or Officer may resign at any time by giving written notice to the Board Chair, with resignation taking effect upon receipt of the letter or at a later date specified by the notice.

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

The Board of Trustees (BOT, Board) is the steward of the school's charter and the governing body of the academic, organizational, and fiscal programs and policies of the school. The BOT's primary responsibility is to develop the policies and framework for the school, while delegating the school's day-to-day decision-making and supervision to the school's leadership team. The Board will remain fully compliant with all applicable laws, regulations, and governing documents, including its By-laws, Conflict of Interest policies, and the Open Meetings Law. The Board will perform its primary functions in committees, and each committee will be responsible for reporting to the full Board. All reports will be included in the living documents that record the Board's ongoing documentation of activities and decisions. Standing committees include an Executive, Education and Accountability, Finance, and Development Committees. Each standing committee will be composed of at least three Board members. As needs arise, the Board will create additional ad hoc committees and task forces. Non-Board members may also be recruited to support these task forces as non-voting members, to include additional parent, staff, and community members. The authority of the standing and special committees and their respective roles and responsibilities are described as follows:

#### Authority of Committees

The Board may delegate to a Board committee any of the authority of the Board, except with respect to:

- a) The election of Trustees;
- b) Filling vacancies on the Board or any committee of the Board;
- c) The fixing of Trustee compensation for serving on the Board or on any committee;
- d) The amendment or repeal of Bylaws or the adoption of new Bylaws;
- e) The appointment of other Board committees, or the members of the committees, and

f) The amendment or repeal of any resolution of the Board, which by its terms shall not be so amendable or repealable.

**Executive Committee:** An Executive Committee shall consist of not fewer than five (5) Trustees who shall consist of the Chair, Vice Chair, the Secretary, the Treasurer, and such one or more other members of the Board may be elected by the Board of Trustees. The Chair shall chair the Executive Committee. The Executive Committee shall have full authority to act between meetings of the Board of Trustees, except to the extent as limited by law or specified by the Board of Trustees. A majority of the members of the Executive Committee shall constitute a quorum for the transaction of its business. The Executive Committee shall oversee operations of the school, with the assistance of the Principal. The Executive Committee shall also make recommendations with respect to internal governance of the Corporation by providing a review of the adequacy of the Certificate of Incorporation and the By-Laws of the school and recommending to the Board, as conditions dictate, amendments to the Certificate of Incorporation and By-Laws for consideration by the Board. The Executive Committee shall also be responsible for the periodic evaluation of the performance of the Principal and be responsible for recommending to the Board reasonable compensation and benefits for the School's leadership team. In addition, the Executive Committee shall be responsible for the receipt, retention, investigation and action upon complaints and concerns of Trustees, officers and employees.

**Education & Accountability Committee:** The Education and Accountability Committee: will have and exercise authority of the Board with respect to all academic aspects of the school including, but not limited to, the school's accountability plan and the school's adherence to state academic standards.

**Finance Committee:** The Finance Committee shall exercise general supervision over the financial affairs of the school including consideration of all proposals referred to the Finance Committee by the Board of Trustees regarding the revenue or the property of the Corporation. The Finance Committee shall exercise supervision over the state of the assets, the debt, the revenue and the receipts and expenditures of the Corporation; report the conditions thereof and render opinion and advice thereon; and also appoint subcommittee(s), if necessary, to carry out any of the Committee's responsibilities and duties. The Finance Committee shall also review the annual budget prepared by management and recommend such budget to the Board of Trustees for approval by the Board; authorize the giving of appropriate receipts for property delivered or debts or moneys paid to the school; and authorize the sale, assignment, transfer or other distribution of any stocks, bonds, mortgages or other securities in the name of the school upon such terms and in such a manner as may be deemed advisable. The Finance Committee shall prescribe from time to time the place and manner of safekeeping of the investments of the Corporation, including the manner of access thereto and withdrawal thereof; authorize the deposit of moneys in banks or trust companies approved by the Committee and to prescribe the manner of withdrawals of such moneys; and to authorize the borrowing of money by the Corporation.

**Development Committee:** Development committee will guide the schools' fundraising goals based on an annual strategic plan. The strategic plan can include a capital plan to lease, purchase or renovate facilities, establish goals to supplement operating revenues to enhance programming, and prepare events to actively fundraise.

**Special Committees:** The Board may appoint special committees. Special committees will have only the powers specifically delegated to them by the Board. The members of special committees shall be appointed by the Chair of the Board with the consent of the Board. In the absence or disqualification of a member of a special committee, the member or members thereof present at any meeting and not disqualified from voting, whether or not such person or persons constitute a quorum, may unanimously appoint another trustee to act at the meeting in place of any such absent or disqualified member. Once the founding Board is established, members will develop a metric of accountability goals and benchmark targets throughout the year. The Board will utilize a schedule of deliverables used to measure and monitor progress towards monthly, quarterly, and annual performance benchmarks. The Board will formally convene at a minimum of six times per year, and through its committees and subcommittees, a minimum of each month, to discuss the school's academic, organizational, and fiscal progress, as well as long- and short-term goals and priorities for resource allocation. At each meeting, the Principal will provide a comprehensive and detailed report that covers all aspects of the school's operations. Additionally, each committee will report on their respective activities. Based on the information and data that is compiled for the meetings, the Board will collaboratively review the school's academic, organizational, and fiscal performance, discuss the implications, and develop or adopt recommendations for improvement. For example, the school's Finance Committee and the Finance & Operations Manager (FOM) will provide information regarding the school's financial performance in accordance with the school's policies through statements, comparing the approved budget to actual year-to-date and year-end projections, enrollment and marketing data, cash flow projections, and audits. The Board will also hire an independent auditing firm to review the school's financial status at the conclusion of each fiscal year. The Education and Accountability Committee will present student achievement data, analyze progress against year-end goals, and discuss those implications to the Board. Based on these discussions, the committee will provide recommendations to the Board to ensure further improvement and resource allocations. The Principal and FOM may discuss issues in Personnel or Facility improvements, while the Development Committee may report on community outreach efforts. Each of these committees and task forces will be responsible for keeping the Board apprised of the school's ongoing performance. Any deliberations that require Board decisions will be conducted through a majority vote, which will represent a quorum, at Board meetings. Board decisions, whether held openly, in committees, or in executive session, will be recorded in the meeting minutes, approved by the Board, and posted on the School's website.

Stamford Big Picture Learning Academy is cognizant and embraces its accountability to a variety of constituents. The School will establish a clear organizational structure of the Board, staff, systems, and procedures, compliant with its charter, applicable laws and regulations, which support the daily operations of the school. Each stakeholder will have clearly defined roles, regulating policies and procedures, and mechanisms for evaluating effectiveness. All aspects of these components will work cohesively to provide students with a learning environment aligned to our mission and vision, and that is focused on the healthy academic, social, and physical development of the students. The Board will maintain oversight of the school's overall performance and establish clear policies and procedures, while delegating the implementation and management of day-to-day operations to the school's leadership. In turn, the leadership team and FOM will be directly accountable to and responsible for providing comprehensive reports to the Board to keep members apprised

In accordance with Connecticut's Freedom of Information Act (FOIA) and Open Meetings Law, the Board will ensure appropriate access to information and notice of public meetings as

permitted by law. The Board will ensure that it provides public notice of all scheduled meetings and posts meeting minutes and agendas to the school's website. Board members and contact information will be provided on the school's website. The school will reserve a seat on the Board for a parent to provide insight on school functions. Additionally, the Board will develop a means to survey parent satisfaction and opportunities to elicit feedback. The school will be responsible for reporting student progress and keeping parents apprised through a series of scheduled report cards, progress reports, and conferences, as well as through phone calls, emails, flyers, mailers, and other forms of communication. The school's leadership team and parent Board representative will provide a means for communication between the Board and parents and Parent Association. There will be a clear system for parents to file grievances. As described in subsection (c) of C. G. S. § 10-220, the governing council will annually submit comprehensive school profile and progress reports to the Commissioner of Education. The school will have legal representation on retainer to assist in all legal matters and to review all policies and procedures. Additionally, the Board will have parent and teacher representatives to ensure that all perspectives are taken into account. The Executive Committee will meet as needed to reflect upon the Board's overall performance in areas that include the quality of information garnered from various reports by the principal and committees, Board member engagement, progress toward accountability goals, and any potential areas of vulnerability. Trustees will also conduct needs assessments as vacancies occur in seats to maintain a Board that reflects sufficient skills and expertise for effective oversight. Board representatives will maintain frequent and regular dialogues with the principal to ensure adequate support measures are intact. Board members will also visit the school site to gauge the overall school climate, and attend celebratory events that highlight students' achievements. The Board's governing documents and effective oversight are designed to ensure the success of the School, and fidelity to the mission and vision of the school.

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

The BOT is the steward of the school's charter and the governing body of the academic, organizational, and fiscal programs of the school. The BOT's primary responsibility is to develop the policies and framework for the school, while delegating the school's day-to-day implementation, decision-making and supervision to the school's Principal. The Board will be responsible for hiring and evaluating the Principal. Under the general direction of the Board, the Principal will be responsible for the development, operation and the general management of the activities and services of the School, as well as community and public relations. Specific duties and responsibilities will include the following:

1. Give direction and leadership to the achievement of the organization's mission and the formulations of its annual goals and objectives
2. Work with the Board of Trustees and staff to develop and implement policies, procedures, and long-range strategic plans
3. Oversee and manage the leadership team and staff
4. Oversee administrative and financial operations, and all personnel matters (design of staff and organizational structure, hiring and firing responsibilities, etc.)
5. Prepare and, following Board approval, administer the annual budget
6. Ensure compliance with the charter
7. Oversee the management of the overall operation of school facilities
8. Pursue and secure private revenue sources through a variety of fundraising mechanisms to ensure a balanced budget

9. Develop and maintain a working partnership with representatives of the Stamford business community
10. Keep informed of trends, issues, events and developments within the local city, state, and national charter school field through professional peer contacts, conference attendance, and other networking opportunities and affiliations
11. Participate in an annual performance evaluation process established by the Board of Trustees
12. Ensure the safety and well being of the children and staff of the School.

The Principal will be responsible for ensuring that all policies and systems are effectively implemented for the school's daily operation. S/he will have the authority to hire or remove staff to effectively run the school and will work with the Board and its committees to ensure the educational and operational programs result in achievement of the school's goals. The Principal will also be responsible for ensuring that all educational and operational programs are implemented with fidelity to the school's mission, vision, and philosophies. The Principal may delegate responsibilities to the school's secondary leadership, which includes Deans, Grade Level Chairs, Finance & Operations Manager, and the Learning Specialist (Special Education Coordinator). The school's administrators collectively manage the performance of students and staff and report progress to the Board.

The BOT maintains oversight and remains apprised of the School's daily operations through reports from the Principal and Board Committees distributed for each Board meeting, school visits, emails, phone calls, and regular dialogue. Prior to each Board meeting, the Principal will prepare detailed dashboard reports providing comprehensive data on the school's academic, operational, and fiscal health. This includes student achievement data, personnel matters, and enrollment revenue. As necessary, the Principal also works with the FOM and Finance Committee to prepare, review, and analyze monthly financial reports for presentation to the Board that illustrate the school's fiscal performance including financial statements, budgets, audits, cash flow, and P&L reports. The Principal and FOM will attend all Board meetings and at the Board's discretion. This regular exchange of information will guide the Board and administration in making informed decisions about resource allocations and policy revisions to support the school's fidelity to its mission and vision, and successful achievement of school-wide goals.

The delineation of roles and responsibilities for each stakeholder (Board officers, members, committees and administration) are clearly articulated in the governing documents to which each stakeholder must abide. For example, the Board, its committees and officers will abide by the Bylaws and Conflict of Interest policies, while the school staff will adhere to the Staff Handbook and respective job descriptions. Drafts of these guiding documents have been attached in the appendix.

The Board will be responsible for developing and adopting the academic, organizational, and financial policies for establishing the systems for the school's success. The Board will also establish performance goals and benchmarks for the school, monitor and evaluate progress towards targets, and allocate resources for successful progress. The Committees will compile data and reports as evidence towards established goals and report to the Board at large. Additionally, the Committees will be responsible for researching and identifying resources to promote optimal growth. The Officers of the Board will preside over the general actions of the Board and its committees to ensure that all projects and initiatives are carefully recorded,

managed and resolved. The school’s administrators will be responsible for ensuring the effective implementation of the policies and systems on a day-to-day basis and report to the Board and its committees. The leadership team will include the Principal, Deans, and the Finance & Operations Manager. These individuals will also have delineated roles and be responsible for managing, supervising, training, and evaluating their respective staff members who operate under their supervision.. The Board will be responsible for recruiting, screening, hiring, and evaluating the principal. In turn, the principal will recruit, screen, hire, evaluate, and develop staff members.

Decisions will be made in a similar fashion. The Board will establish the guidelines while the principal will make day-to-day management decisions within these guidelines.

- h. **For applicants planning to partner with an organization:** Detail any plans to contract with an organization and explain why the organization was chosen to assist with the proposed school.*

This section is not applicable as this application is a joint submission without a formal partnership with another organization.

### 3. School Leader

- a. **For applicants with an identified school leader:** List the name of the individual who will serve as the lead administrator of the proposed school as well as their qualifications, experience, certifications, and education. In addition, please provide evidence that demonstrates whether the individual has a record of leading a high-quality school.*
- 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.*

Hiring a principal is a critical step in launching SBPLA. Due to the unique nature of SBPLA, a successful principal must embody the school philosophy, vision and mission of SBPLA, while simultaneously understanding elements of traditional leadership. The hiring process for a principal will lean heavily on the BPL School Leadership Elements and follow a strategic process that aligns to the elements.

#### **The BPL Leadership Elements**<sup>4</sup>

<b>Element 1: Love</b>
Leading a school in the context of dis-equitable social constructs. Sense of self in relation to community. Compulsion toward equity, and the moral courage to speak and act against dis-equitable systems and structures. Ability/disposition to listen and to take emotional risks. Vulnerability and humility. Demonstrating empathy, compassion, and advocacy with students, staff, families, and communities. Authentic joy and curiosity in the company of students.
<b>Element 2: Breakthrough Leadership</b>

<sup>4</sup> [BPL Leader Hiring Materials 2022](#)

Skillfully breaking rules and positively disrupting the status quo; shifting the systems around you. Vision and creativity to see new forms, and the resilience and network-building capacity to bring them about. Building a story and enlisting others into it. Giving and receiving trust. Influence and spread, attending to sustainability, forging autonomies. Creative operations management. Deep resourcefulness.
<b>Element 3: Learning Organization</b>
Establishing, leading, and sustaining a community of adult learners, including families and external stakeholders. Attending to the learning needs of individual adults as well as the school as an organization. Culture-building. Creating shared ownership and distributed leadership among students and adults. Facilitation, expertise with tools and processes of adult learning (e.g. protocols). Systems thinking and innovation. Change leadership and management. Improvement science. Strategies for listening and adapting.
<b>Element 4: School Design &amp; Implementation</b>
Designing and implementing schools where the learning is interest-driven, compelling, real-world-connected, and lasting. See School Design Elements and Distinguishers.

In order to best recruit a dynamic and visionary principal that embodies the SBPLA philosophy, the BPL principal hiring process will inform SBPLA’s hiring process. The BPL principal hiring process is as follows:

1. Application: Along with a resume and cover letter, candidates will respond to specific essay prompts aligned with the leadership indicators. These questions are designed to give candidates an opportunity to envision potential leadership in a BPL school. Subsequent interview questions will provide insight into the candidate's leadership practice.

#### Elements & Sample Questions/Prompts

- a. **Element 1: Love** - Using the description of the element above, consider your own relationship with Love. In what ways does this description resonate? In what ways does it challenge your thinking? Which parts of the description do you attend to the most? What do indicators of love look like in a school?
- b. **Element 2: Breakthrough Leadership** - where do you see opportunities for breakthrough leadership in your context? What barriers to student success typically thought of as beyond the purview of the principal would you want to change? Under what conditions could you influence these barriers? In what ways could you develop as a breakthrough leader?
- c. **Element 3: Learning Organization** - What tools do you use to promote organizational learning? What guiding ideas or frameworks help you understand your disposition to organizational learning? How do you build adequate time for staff to learn and reflect together?
- d. **Element 4: School design and implementation** - BPL schools are designed with specific vision based on your local context. In order to understand the effectiveness of the implementation of the vision we must consider the student experience relative to your vision. How do you go about understanding this? How



do you identify gaps between the student experience and your vision? How do you address them?

2. **Screening:** This stage of the process should be carried out by a determined subset of the hiring committee and be carried out consistently with each candidate. It will allow the school to understand how the candidate communicates, to dig more specifically into the candidate's practice and experience, and provide time for the candidate to ask questions.
3. **Interview:** In addition to a traditional panel interview, we also recommend candidates meet with a student focus group and another with a parent focus group. The traditional panel may consist of the hiring manager, community partners, prospective/current mentors as well as BPL staff if available.
4. **Materials Review:** Components of the materials review can occur simultaneously to the interview process, however, prior to candidate being recommended for hire the following documents should be reviewed and/or completed for accuracy and alignment:
  - a. Resume
  - b. Cover Letter
  - c. Letters of Recommendation
  - d. Reference Checks
  - e. Background Check
5. Once the above four steps are completed, the hiring manager should make an informed recommendation for hire that is supported by the BPL Leadership Competencies.

#### **4. Evidence of Support**

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

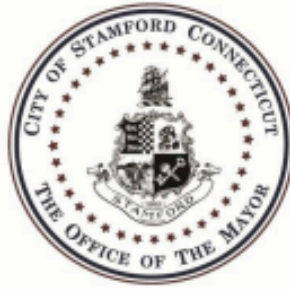
Community support for a new, small high school that offers an alternative to our current high school offerings has been demonstrated in a number of ways. Informally, organizations, community leaders, administrators, teachers, parents and students have expressed interest in the vision, mission and school design of SBPLA.

When the empathy interviews were conducted, as part of the exploration process of this school design process, parents and students alike provided feedback that aligned to many of the key values and the core purpose of SBPLA.

During the 2023-2024 school year, SBPLA was presented to eighth grade students as part of a high school program night. In attendance were 386 participants including students, parents, and guardians. Following this presentation, several parents and students contacted the office of School Innovation to inquire when SBPLA would officially launch.

In preparation to submit a State Charter School application to the CSDE, two informational/community conversations were hosted. The first community conversation was facilitated at Cloonan Middle School, the planned school site, during the evening of May 1, 2024. A second community conversation was held at Cloonan on October 30, 2024.

To formally demonstrate the level of community support for SBPLA, please see the embedded letters of Support Below.



November 1, 2024

State of Connecticut Charter School Program  
Connecticut State Department of Education  
450 Columbus Blvd., Suite 602  
Hartford, CT 06103

To Whom it May Concern,

I am writing to voice my support for the creation of a Stamford Big Picture Learning Academy (SBPLA) Charter High School. As Connecticut's second largest, fastest-growing city, Stamford must offer educational opportunities that meet the needs of all residents, from childhood through adulthood. Our community is fortunate to have a strong public school system that offers a myriad of opportunities to students in Pre-K – Grade 12, as well as many tuition-based independent and faith-based schools, a K-8 charter school, and a rapidly-expanding University of Connecticut campus offering undergraduate and graduate degrees.

The SBPLA would fill a void in our community by providing an alternative for students who would be better served by a small, individualized high school program in an alternate setting. SBPLA's model, which prioritizes one student at a time, exploration of career paths, and building professional connections, would complement the offerings in our public, independent, and faith-based high schools and provide an alternative for those students who are seeking a more personalized high school experience.

Sincerely,

A handwritten signature in cursive script, appearing to read "Caroline Simmons".

Mayor Caroline Simmons



P.O. Box 9310, Stamford, CT 06904

Offices at 888 Washington Blvd. Phone (203) 977-4105

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

Dr. Tamu Lucero, Superintendent of Schools

November 1, 2024

State of Connecticut Charter School Program  
Connecticut State Department of Education  
450 Columbus Blvd., Suite 602  
Hartford, CT 06103

To Whom it May Concern,

As the Superintendent of Stamford Public Schools, I am committed to ensuring that all 16,400+ students enrolled in our district have access to educational opportunities that meet their unique academic and social emotional needs.

During my tenure, our comprehensive high schools - Stamford High School and Westhill High School - have expanded the number of smaller, "school within a school" programs available to Stamford students. Currently, these programs include the International Baccalaureate Diploma Programme, the Stamford Regional Agriscience Program, the Academy of Finance, the High School of Business, and the Early College Studies Program in partnership with CT State Norwalk. In addition, we have worked closely with the Connecticut State Department of Education to develop a dedicated Career Pathways program that enables students to explore academic pathways in 13 disciplines that align with their skills and passions, such as education, public safety, manufacturing, and construction management. Last year, we opened a Remote Learning Program (RLP) High School. Each of these programs has been well received within our school community, with many now receiving more applications than we have available seats.

The success of the existing specialized programs at our comprehensive high schools and the RLP demonstrates that smaller, specialized high school programs are needed in our community. That is why I have supported the creation of Stamford Big Picture Academy High School as well as the operation of this program as Stamford's first charter high school. I have the privilege of speaking regularly with parents and guardians at school and community events and have shared the BPLA model with many of them. Overwhelmingly, parents agree that the BPLA model would be a wonderful alternative for students who learn best in a small environment that prioritizes school connectedness, individualized learning, and learning through interests.

I have worked closely with both Mr. Laskowski and Dr. Reid as we have explored the opportunity to bring a Big Picture Learning Academy to Stamford and believe they have the knowledge and passion to create a successful Stamford Big Picture Learning Academy Charter School in our community.

Respectfully Submitted,

Dr. Tamu Lucero  
Superintendent  
Stamford Public Schools



SCHOOLS, INNOVATION, INFLUENCE

November 1, 2024

To Whom It May Concern:

This letter is written in support of the Stamford Big Picture Learning Academy (SBPLA) in Stamford, Connecticut. We have been in collaboration with educational leaders in Stamford and greater community since 2022 in exploration and design activities. Big Picture Learning is a non-profit education organization dedicated to a fundamental redesign of schooling in the United States. Big Picture designs innovative public schools, researches and replicates new models for learning, and trains educators to serve as leaders in their schools and communities. The organization's mission is to improve American education by generating and sustaining innovative, personalized schools. At Big Picture Learning we believe that all students can and should live lives of their own design, supported by caring mentors and equitable opportunities to achieve their greatest potential. At Big Picture Learning, we activate opportunities through our global school community and suite of initiatives.

The Stamford Big Picture Learning Academy will be a living example of Big Picture principles in practice. It will be a small school that combines classroom learning with real world internships; engages teachers, mentors, and family members to create personalized learning plans for each student; and uses comprehensive assessment tools to measure students' performance. We are committed to and excited about supporting the vision for authentic, real-world, student-interest-driven learning in Stamford.

Significant work has been done in Stamford engaging with the students, families and the greater community to understand the needs of those who are not maximizing their success in the comprehensive high schools. We are excited by the opportunity for the young people of Stamford to pursue their interests and learning in the community, alongside caring adult mentors. Stamford hosts a vibrant professional community comprising a range of industries, and a multitude of community organizations across a wide range of concerns from environmental health to human well-being. Many of these businesses are centrally located, easily accessed, and eager partners in the work of supporting the young people who are the promise of the community.

Sincerely,

A handwritten signature in black ink, appearing to read "Andy Frishman Carlos Moreno".

Andrew Frishman and Carlos Moreno  
Co-Directors, Big Picture Learning

#### Executive Directors

Andrew Frishman  
Carlos Moreno

#### Board Chair

Gislaine Ngounou

#### Board Members

Lorne Adrain  
Jody Cornish  
Marsha-Gail Davis  
Dale Dougherty  
David Gersten  
Saul Kaplan  
Gary Kraut  
Natalia Marte  
Peter McWalters  
Andrew Nkongho  
Molly O'Donnell  
Melanie Tavares  
Blair Underwood

#### Co-Founders

Dennis Littky, Ph.D.  
Elliot Washor, Ed.D.

Activating the power of schools, systems, and communities through student-driven, real-world learning.



Dr. Amanda J. Dubois-Mwake  
Future 5  
135 Atlantic St  
Stamford, CT 02901  
P: 347-268-7046  
aduboismwake@futurefive.org

November 1, 2024

State of Connecticut Charter School Program  
Connecticut State Department of Education  
450 Columbus Blvd., Suite 602  
Hartford, CT 06103

To Whom it May Concern,

As a Stamford resident and Executive Director of Future 5, a nonprofit serving Stamford high school students, it's important to me that our community offer educational opportunities to meet the unique needs of every child. We are fortunate to have three public high schools that offer a myriad of opportunities to students, from college-level courses and programs to a growing Career Pathways program that enables students to explore academic pathways that align with their skills and passions. However, not every student is well-suited to our large, comprehensive high schools, each of which enrolls more than 2,000+ students.

These students need an alternative, which is why I'm writing to voice my support for a Big Picture Learning Academy (SBPLA) Charter High School in Stamford. BPLA would be a welcome alternative for students who learn best in a small environment that prioritizes school connectedness, individualized learning, and learning through interests. A SBPLA in Stamford would complement the specialized "school within a school" programs already operating at Stamford's comprehensive high schools, such as the International Baccalaureate Diploma Programme, the Stamford Regional Agriscience Program, the Academy of Finance, and the High School of Business. Most importantly, BPLA would provide an individualized education in an alternative setting for those who cannot thrive in the comprehensive high schools.

The support of both Stamford Public Schools and Stamford Charter School for Excellence, where my son is a student, underscores the need for the SBPLA in our community. SBPLA represents an exciting opportunity for Stamford to offer students a personalized learning journey where they can explore their passions, build a network of professional connections, and gain a deeper understanding of potential career paths. I am confident that a BPLA will be well-supported in our community.

Sincerely,

Dr. Amanda Dubois-Mwake





**BOYS & GIRLS CLUB  
OF STAMFORD**

**Mary C. Rich Clubhouse**  
347 Stillwater Avenue  
Stamford, CT 06902  
Tel: (203) 324-0594  
Fax: (203) 324-2330

**Yerwood Center**  
90 Fairfield Avenue  
Stamford, CT 06902  
Tel: (203) 323-3547

November 1, 2024

State of Connecticut Charter School Program  
Connecticut State Department of Education  
450 Columbus Blvd., Suite 602  
Hartford, CT 06103

To Whom it May Concern,

As a Stamford resident, and CEO of a community based organization, it's important to me that our community offer educational opportunities to meet the unique needs of every child. We are fortunate to have three public high schools that offer a myriad of opportunities to students, from college-level courses and programs to a growing Career Pathways program that enables students to explore academic pathways that align with their skills and passions. However, not every student is well-suited to our large, comprehensive high schools, each of which enrolls more than 2,000+ students.

These students need an alternative, which is why I'm writing to voice my support for a Big Picture Learning Academy (SBPLA) Charter High School in Stamford. BPLA would be a welcome alternative for students who learn best in a small environment that prioritizes school connectedness, individualized learning, and learning through interests. A SBPLA in Stamford would complement the specialized "school within a school" programs already operating at Stamford's comprehensive high schools, such as the International Baccalaureate Diploma Programme, the Stamford Regional Agriscience Program, the Academy of Finance, and the High School of Business. Most importantly, BPLA would provide an individualized education in an alternative setting for those who cannot thrive in the comprehensive high schools.

The support of both Stamford Public Schools and Stamford Charter School for Excellence underscores the need for the SBPLA in our community. SBPLA represents an exciting opportunity for Stamford to offer students a personalized learning journey where they can explore their passions, build a network of professional connections, and gain a deeper understanding of potential career paths. I am confident that a BPLA will be well-supported in our community.

Craig Baker

Chief Executive Officer

Boys and Girls Club of Stamford

Susan Lauria  
29 Falmouth Road  
Stamford CT 06903  
[Slauria219@gmail.com](mailto:Slauria219@gmail.com)  
203-585-7811

November 1, 2024

State of Connecticut Charter School Program  
Connecticut State Department of Education  
450 Columbus Blvd., Suite 602  
Hartford, CT 06103

To Whom it May Concern,

I am writing to express my full support for the establishment of a Big Picture Learning Academy (SBPLA) Charter High school in Stamford. As a parent, Stamford resident, and professional at the Stamford Youth Services Bureau, I have seen firsthand how important it is to provide educational options that engage students who may struggle in traditional school settings.

In Stamford, we are fortunate to have a community dedicated to the success of all students. Our three comprehensive public high schools offer multiple opportunities for students including college level courses and a growing Career Pathways Initiative. Stamford's "school within a school" programs such as the Baccalaureate Diploma Program, the Stamford Regional Agriscience Program, the Academy of Finance, and the High School of Business offer additional learning opportunities within a traditional high school environment. However, in my role working with disengaged youth I have seen that not every student is able to thrive in our large, comprehensive high schools, each with enrollments of over 2,000 students. Many students I encounter possess immense potential, yet often feel disconnected from larger, conventional classrooms that may not suit their learning styles or personal interests.

These students need an alternative. The SBPLA, a charter school with a focus on individualized and experiential learning in a small, personalized, supportive setting offers these students a vital alternative—a school that fosters a sense of purpose, belonging and motivation, critical factors in the achievement of academic and personal success. The BPLA charter school's approach aligns extremely well with the needs of students who might otherwise be at risk of disengaging from their education entirely.

The support of both Stamford Public Schools and Stamford Charter School for Excellence underscores the need for the SBPLA in our community. Thank you for considering this important step to expand the educational landscape in Stamford. I am confident that this school will play a crucial role in preparing Stamford's youth for a successful future.

Sincerely,

Susan Lauria



Mike Meyer  
127 South Compo Road  
Westport, CT, 06880  
203 667 7082  
mikemeyerXb@me.com

November 1, 2024  
State of Connecticut Charter School Program  
Connecticut State Department of Education  
450 Columbus Blvd., Suite 602  
Hartford, CT 06103

To Whom It May Concern,

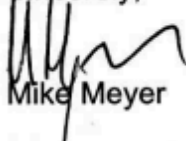
As a former administrator in the Stamford Public Schools district, I have always valued the importance of providing educational opportunities that meet the unique needs of every child in our community. While our three public high schools offer a wide array of opportunities, not all students thrive in large, comprehensive environments, where each school enrolls more than 2,000 students.

Many students benefit from a more personalized approach to education, which is why I am writing to express my strong support for the establishment of a Stamford Big Picture Learning Academy (SBPLA) Charter High School. BPLA would serve as a crucial alternative for students who excel in a smaller setting that emphasizes school connectedness, individualized learning, and experiential education driven by student interests. This academy would provide a tailored education for students who might struggle to succeed in traditional high school settings.

The demonstrated support from both Stamford Public Schools and Stamford Charter School for Excellence highlights the pressing need for SBPLA in our community. This academy represents an exciting opportunity to offer students a unique and personalized educational experience, where they can explore their passions, establish professional connections, and develop a deeper understanding of future career possibilities. I am confident that SBPLA will be a well-supported and much-needed addition to Stamford's educational landscape.

Thank you for considering this important initiative.

Sincerely,



Mike Meyer

10/31/24

**MATTHEW LASKOWSKI**

ASSOCIATE SUPERINTENDENT, MIDDLE SCHOOLS  
STAMFORD PUBLIC SCHOOLS

Thank you for your wonderful presentation last night, *Big Picture Learning Academy Charter High School*. My son, Case Clapps (currently a Westhill senior), and I thought it was very clear and informative. To have 98% of students attend college is incredible! I know parents would be on board supporting that.

We are extremely excited at the prospect of having this type of education model here in Stamford. Although disappointed that he won't be a part of it, Case lit up with enthusiasm for this type of learning structure, as he felt it would solve for the concerns, struggles, and criticisms that he has felt about high school over the years. He thinks this will be a great benefit for students to come and can't wait to see how this can inform and change the way students in Stamford are learning.

We both loved the engaged, individualized, interest-based learning and attention. Having an advisor to help with "interest exploration/passion quests" will be a game changer for students. We both feel that many students would feel seen, heard, and excited about learning. Also, the internship opportunity will give students an understanding of the real-world application of what they are learning, which in turn could deepen their interest in academic studies to create a wonderful holistic cycle of learning.

Having been part of a co-hort model myself while getting my masters at Teacher's College at Columbia, I can speak from experience how supportive, uplifting, social, and stimulating the co-hort environment can be.

Dr. Lucero mentioned how special and unique it would be to have a BPLA high school offering in Stamford. Case and I both feel that this will be so successful that it would be imperative to offer this to more than 300 students. How exciting it would be if Stamford itself could be special and unique by making this available to all students, not just those lucky enough to win a lottery.

SINCERELY,

*Helene Connelly Case Clapps*

HELENE CONNELLY AND CASE CLAPPS

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John Hamilton

**CHAIR**  
Kwame Moses

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Dr. Harold Sauer  
Cynthia J. Shaw  
George Yerrall

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Tracy Cramer  
Judith Martino  
Joanne Montgomery  
Christopher Whitney  
Maggie Young

November 1, 2024

State of Connecticut Charter School Program  
Connecticut State Department of Education  
450 Columbus Blvd., Suite 602  
Hartford, CT 06103

To Whom it May Concern,

Founded in 1971, Liberation Programs is one of Fairfield County's premier behavioral health service providers specializing in the treatment of Substance Use Disorder. We assist people with dependence on opiates, alcohol, and other substances, and we provide services for adults, families, and youth via two inpatient treatment programs, outpatient services, community outreach services, harm reduction services, treatment and resources for adolescents and their families, community efforts focused on education, prevention, and wellness, and permanent supportive housing. Liberation Programs works closely with families and their children in both a treatment and prevention capacity, provide counseling to teenagers embedded in the school system and at the Greenwich Y and provide prevention education in a variety of educational settings and have seen firsthand the needs for students who would do well in an alternative setting.

It is important that our community offers educational opportunities to meet the unique needs of every child. We are fortunate to have three public high schools that offer a myriad of opportunities to students, from college-level courses and programs to a growing Career Pathways program that enables students to explore academic pathways that align with their skills and passions. However, not every student is well-suited to our large, comprehensive high schools, each of which enrolls more than 2,000+ students.



339 West Avenue  
Bridgeport, CT 06604  
855-LIB-PROG (542-7764)  
Fax 203-851-2083

These students need an alternative, which is why Liberation is voicing support for a Big Picture Learning Academy (SBPLA) Charter High School in Stamford. BPLA would be a welcome alternative for students who learn best in a small environment that prioritizes school connectedness, individualized learning, and learning through interests. A SBPLA in Stamford would complement the specialized “school within a school” programs already operating at Stamford’s comprehensive high schools, such as the International Baccalaureate Diploma Programme, the Stamford Regional Agriscience Program, the Academy of Finance, and the High School of Business. Most importantly, BPLA would provide an individualized education in an alternative setting for those who cannot thrive in the comprehensive high schools.

The support of both Stamford Public Schools and Stamford Charter School for Excellence underscores the need for the SBPLA in our community. SBPLA represents an exciting opportunity for Stamford to offer students a personalized learning journey where they can explore their passions, build a network of professional connections, and gain a deeper understanding of potential career paths. We am confident that a BPLA will be well-supported in our community.

Sincerely,

John Hamilton  
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November 1, 2024

State of Connecticut Charter School Program  
Connecticut State Department of Education  
450 Columbus Blvd., Suite 602  
Hartford, CT 06103

To Whom it May Concern,

I am a parent, education researcher, and educator currently serving as an adjunct faculty member at both the University of Connecticut and Western Connecticut State University, as well as an educator in adult education. My professional background includes experience at the United Nations, the Department of Children and Families, and as an educational advisor for philanthropic organizations.

As a Stamford Public Schools parent, I have observed firsthand the need for equitable, innovative educational options, which is why I am a strong advocate for establishing a Big Picture Learning Academy School in Stamford. In my various roles within the education sector, I've seen the powerful impact that alternative, research-driven approaches to learning can have on student engagement, academic success, and personal development.

Introducing a Big Picture Learning Academy would be a significant step toward providing quality, accessible, and student-centered education. It would send a strong message to Stamford's students that we are committed to supporting their individual strengths and long-term success beyond the classroom.

As a public health practitioner, I have also witnessed the positive outcomes associated with accessible, holistic educational pathways—outcomes that extend beyond academics to affect students' mental and emotional well-being. This type of learning environment is essential for building resilient, healthy communities and ensuring every student has the opportunity to thrive

The commitment from Stamford Public Schools and Stamford Charter School for Excellence underscores the vital role SBPLA would play in our community. By bringing SBPLA to Stamford, we have an extraordinary opportunity to empower students with a tailored educational experience that goes beyond the classroom. SBPLA would allow students to explore their individual passions, connect with professionals in their fields of interest, and gain invaluable insights into potential career paths. I am confident that a Big Picture Learning Academy will inspire enthusiastic support from our community and create meaningful, lasting opportunities for our students.

Sincerely,

Bianca Shinn

### III. STUDENT COMPOSITION, SERVICES AND POLICIES

#### 1. School Demographics

- a. *Describe the needs of the community, including demographics and the student population to be served by the proposed school, and how it will potentially increase student achievement.*

In looking at Stamford’s high school graduation data, a strong case can be made that an alternative to the large comprehensive high schools that serve the majority of high school age students is needed. According to Edsight data<sup>5</sup>, the four-year graduation rate over the last five years is as follows:

District	Graduates				
	Four-Year Graduation Rate by Year				
	2018-19	2019-20	2020-21	2021-22	2022-23
State of Connecticut	88.5	88.8	89.6	88.9	88.4

Digging deeper into the data, Stamford’s graduation rate over the same period is as shown below:

District	Graduates				
	Four-Year Graduation Rate by Year				
	2018-19	2019-20	2020-21	2021-22	2022-23
Stamford School District	86.8	86.4	85.4	83.1	78.2

This data table shows approximately a 10% point disparity between the state graduation rate and that of Stamford.

Comparatively, the report authored by Washor et al. (2021) indicated that 97% of BPL students were admitted into two-year or four-year colleges, which suggests students coming out of BPL high schools are not only more likely to graduate within four years, but also enroll in college. An even more compelling point is made when looking at the data specific to students identified as English Learners/Multilingual Learners. Stamford’s graduation rate over the last five years specific to this demographic is outlined in the table below:

District	English Learner Status	Graduates				
		Four-Year Graduation Rate by Year				
		2018-19	2019-20	2020-21	2021-22	2022-23
Stamford School District	ELL	64.5	60.6	61.7	56.3	58.6
	Non-ELL	91.4	92.0	89.5	89.9	82.5

The longitudinal data reported by Washor et al. (2021) indicated that English language learners from Big Picture Learning schools were MORE likely than native English speakers to enroll in college! The exact opposite is most often observed in many other schools and school networks.

<sup>5</sup> [https://public-edsight.ct.gov/performance/four-year-graduation-rates?language=en\\_US](https://public-edsight.ct.gov/performance/four-year-graduation-rates?language=en_US)



This point is an important one when Edsight shows that the overall percentage of students in Stamford that were identified as an English Learner/Multilingual Learner during the 2022-2023 school was 15.7%, which is equal to 2,542 students.

During the 2022-2023 school year, a community anthropology was conducted in Stamford to identify community resources, community needs and host empathy interviews to learn directly from students and families. The result of this work revealed that the highest concentration of the students that were off track for graduation within four years stemmed from the West Side neighborhood (15.4%). When you looked at the geographical region in Stamford that spanned across the I-95 corridor, which includes the neighborhoods of the West Side, Waterside, Downtown, East Side and Cove, approximately 42.3% of students not on track to graduate within four years lived in those neighborhoods.

When conducting empathy interviews, families that came from five neighborhoods listed above shared the following when presented with the prompt: “If you could design and start the perfect school that you (or your child) would want to go to everyday, list the most important things.



The responses shown above speak to key distinguishers of BPL schools. Some examples include, “students picking their own classes” can directly speak to Learning Through Interests, “one class that could help with everything” speaks to the advisory structure, “parent-teacher communication” speaks to family involvement (particularly as part of the student’s learning team).

The articulated student and family need coupled with the graduation data, points to SBPLA serving a need within the Stamford community. Moreover, the location of the school on North Street places it directly in the neighborhood that demonstrated the greatest needs as far as graduation rates suggest.

As far as the demographics and student population that SBPLA is intended to serve, we would first aim to recruit a student body that mirrors the demographics of the community. One target would be enrolling students within 10% +/- of the overall stamford demographics. The table below gives an overview of Stamford’s demographics from the 2022-2023 school year:

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	7,666	47.4	48.4
Male	8,486	52.5	51.5
Non-Binary	6	0.0	0.1
American Indian or Alaska Native	18	0.1	0.3
Asian	1,026	6.3	5.2
Black or African American	2,170	13.4	12.5
Hispanic or Latino of any race	8,114	50.2	30.0
Native Hawaiian or Other Pacific Islander	13	0.1	0.1
Two or More Races	556	3.4	4.5
White	4,261	26.4	47.5
English Learners/Multilingual Learners	2,542	15.7	9.7
Eligible for Free or Reduced-Price Meals	8,417	52.1	42.4
Students with Disabilities <sup>3</sup>	2,591	16.0	17.1

Another target for student recruitment is to enroll students across all neighborhoods, particularly those that reside in neighborhoods that include a disproportionate percentage of students that are not on track to graduate in four years.

Based on the demographic and performance data of Stamford’s high school students, SBPLA has the potential to significantly improve student achievement. By intentionally targeting students seeking a school that serves its students one at a time, and providing them with a personalized, supportive, and relevant learning environment, SBPLA can address the specific needs and challenges faced by many students across the community. The school's focus on small class sizes, strong relationships, and real-world learning opportunities has been shown to be effective in improving academic outcomes as well aligns with what students and families expressed during empathy interviews.

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

Grade	Ages	Year 1	Year 2	Year 3	Year 4	Year 5
9	13-15	100	100	100	100	100
10	14-16	100	100	100	100	100
11	15-17	0	100	100	100	100
12	16-18	0	0	100	100	100
<b>Total</b>		<b>200</b>	<b>300</b>	<b>400</b>	<b>400</b>	<b>400</b>



The conservative growth plan will allow time for the school to solidify school operations during start-up with less than 100 total students, but will afford some growth with cost containment. These figures were determined after careful consideration to optimize the instructional program, staff, facility, and budget. Careful analysis of enrollment revenue supports the full functions and operations of the school, while still allowing for reduced advisor-to-student ratios, optimal use of facility space, and small group/individualized time with students.

Although the school anticipates that attrition rates will be nominal, SBPLA is prepared to fill any vacancies left open by students lost through attrition at all grade levels from the applicant waiting list.

As established above, Stamford needs an additional public high school educational option to mitigate the risk factors that have led to achievement gaps that have permeated the community. The rationale for the enrollment plan coincides with the advantages of providing an educational program that reaches high school students specifically.

As a charter school, SBPLA embraces greater accountability in exchange for the flexibility that an autonomously operated school affords to provide the services that are greatly needed in the Stamford region. SBPLA's smaller scale expedites greater facilitation in mobilizing and coordinating the efforts and innovative programs that will be availed by the school. This includes the enculturation of students and families to the high expectations for academic performance and conduct.

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

Prior to thinking about enrolling students, empathy interviews were conducted out in the Stamford community to get feedback on parents and students about their current school experience as well as what they are looking for in an ideal. This was referenced earlier with a snapshot of their feedback. The information and insights gained from the empathy interview process was used in the design of SBPLA.

From a philosophical perspective, unpacking the key distinguishers of SBPLA speaks directly to how the core purpose prioritizes family and community involvement as well as student voice and input. Of the key distinguishers, the following address these items most:

- One Student at a Time - The entire Big Picture Learning experience is personalized to each student's interests, talents and needs. Personalization expands beyond mere academic work and involves looking at each student holistically.
- Learning Through Interests/Internships - Real world learning is best accomplished in the real world. Big Picture Learning students intern - often twice a week for an entire school year - with experts in their field of interest, completing authentic projects and gaining experience and exposure to how their interests intersect with the real world.
- School Culture - In Big Picture Learning schools there is palpable trust, respect and equality between and among students and adults. Students take leadership roles and teamwork defines adult working relationships. Student voice is valued

in the school decision making process and visitors are often struck by the ease in which students interact with adults.

- School Organization - Schools are organized around a culture of collaboration and communication. They are not bound by the structures of buildings, schedules, bells or calendars. There is an interdependence between school and community.
- Family Involvement - Parents are valued members of the school community and play a proactive role in their children's learning - often by attending exhibitions or using their own connections to support schools' broadening internship networks.
- Post Secondary Planning - We know that many students' post-secondary goals may or may not be built around a college-going path, but rather shaped by their own interests. For this reason, BPL schools work closely with students to help them better understand how to navigate multiple pathways; whether it be college, the trades, the workforce or something else altogether.

Procedures for family involvement begin during the student applications stage. Both parents and students are required to provide information beyond demographics that get reviewed and help determine placement into advisory sections. By seeking family and student input from during the application process, SBPLA can best connect students to advisors with complementary interests and mindsets.

Regarding learning, students have a significant voice in the path they choose to drive their learning, goal attainment, and standards mastery. Within this framework, student voice drives project development and internship opportunities. By including parents and guardians in learning cycles as part of the students' learning teams, they have a direct voice and influence on their child's goals, learning, and development. The learning cycle concludes by inviting parents and guardians to observe their child's exhibition, which is part of the culminating process of a learning cycle. This provides a much deeper level of engagement and insight into their child's learning and growth compared to a conventional parent-teacher conference.

The school culture and organization go hand in hand, promoting positive relationships with the families they serve. Due to SBPLA's small size, families can easily get to know their child's advisor, support staff, and school leadership. By cultivating these close relationships, a greater level of trust can be established, ultimately leading to an increased sense of belonging for students and families. Additionally, the culture of collaboration creates natural opportunities for collaborative problem-solving at the student, advisory, and school levels. For example, if there is a specific issue in an advisory, the advisory can leverage circles or other restorative practices to engage students in solving the issue. This same concept can be applied at the school level. When there is a school-wide issue or need, a democratic process - involving both students and families - can lead to sustainable solutions rather than having only the principal attempt to fix it from the top down.

SBPLA views families as part of the school culture and, therefore, includes them in many aspects of the school. Advisors and the principal uphold "open-door policies" to hear from students and colleagues, and they afford parents and guardians the same courtesy. SBPLA recognizes that when a parent or guardian needs to speak with school personnel, it often has to be on their schedule, or it may not happen. This level of access further contributes to a culture of respect and inclusion.

As students enter their final year at SBPLA, they can lean on the support of a school counselor but, more importantly, their advisor, who has observed their growth over their first three years. The advisor has seen projects and internships in which their students thrived. As a result, all students—with the support of their families—can develop post-secondary plans grounded in experience and guided by experience, networking, and skill attainment. This insight explains why the percentage of students included in the report from Washor et al. (2021) showed such a high percentage of students enrolling in two- or four-year colleges.

In essence, SBPLA's instructional model transcends the traditional classroom, extending into the heart of the Stamford community. Through internships, the community becomes an integral part of the learning experience, offering students real-world exposure and mentorship. This symbiotic relationship benefits both students and the community: students gain valuable skills and knowledge, while community partners contribute to the development of future talent. As more students engage in internships, this network of collaboration and mutual support will continue to grow, enriching the educational landscape of Stamford and empowering students to become active contributors to their community and beyond.

## **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.*

- 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.*

SBPLA will meet the needs of all students requiring special education and/or the support of 504 plans through a combination of specialized instruction, support services and an adherence to all legal requirements outlined in IDEA and the Section 504 of the Rehabilitation. Through the development of individualized education programs (IEPs) as part of the Planning and Placement Team (PPT) practice, all students eligible for services will be provided with a free and appropriate education, also known as “FAPE.” These teams will be responsible for developing goals and objectives that are reasonably calculated to meet the unique needs of students, ensuring that they are making meaningful progress towards challenging and ambitious individualized learning targets. Recommendations for support services and specialized instruction will be based on each student’s specific goals and objectives as determined by the PPT and implemented accordingly.

SBPLA will operate using the following structure in order to effectively meet the needs of special education students and those who qualify for 504 accommodations:

- **Building Administration:** the assignment of a building specific special education/504 administrator to act as case manager for all qualifying students. This administrator will be responsible for liaising with district administrators who oversee special education to ensure alignment with City practices related to special education and 504s.

- Compliance Staff: Compliance staff will be assigned to ensure that all of the legal requirements of IDEA and Section 504 are fulfilled including the adherence with state reporting.
- Special Education and Related Services: Staffing recommendations will be made that are responsive to IEP programming and aligned with industry standards by appropriately certified teachers.

All staffing considerations will be reviewed on a yearly basis to ensure that all IEPs and 504s are being effectively implemented to support progress.

- 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.*

Similar to all schools, SBPLA will be overseen by the State Department of Education and will act in accordance with all mandates. Funding provided by the State and allocated from the district to meet the needs of students who have transferred to SBPLA will be spent in order to effectively implement IEPs. This will include securing staff certified by the State of Connecticut and all staffing allocations will be directly linked to PPT recommendations. SBPLA will utilize CTSEDS to manage all documentation requirements related to IDEA and Section 504 including referral and assessment information, the development of IEPs and progress monitoring. Differentiated professional development will be provided to general education teachers to support the implementation of recommended accommodations, special education teachers and related services staff to ensure effective specialized instruction and other staff, such as paraeducators, in order to effectively educate students regardless of eligibility status.

- 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.*

When a student is referred to special education by either the parent or the school district, SBPLA will respond by hosting a PPT to determine if evaluations are warranted and follow the processes outlined in IDEA. Referrals by SBPLA staff will include completion of all elements of the referral module in CTSEDS. Referrals of any sort from a parent (email, phone call, meeting or other means) will be responded to immediately and SBPLA staff will work with the family to ensure that the referral module in CTSEDS is completed. All procedures and timelines related to determining eligibility outlined by State and Federal statutes will be followed accordingly by SBPLA staff.

- d. Provide a plan to engage the parents of students with disabilities.*

In addition to engagement opportunities provided to all parents, SBPLA intends to initiate a parent advisory committee that specifically focuses on issues related to special education and 504s. This committee will meet monthly and the content will be driven based on parent input.

To get this group established, SBPLA will partner with a steering committee composed of parents who have students who are eligible for either special education services or 504s. In creating a community for the parents of students with the most significant needs, it is SBPLA's hope that these parents will experience an increased sense of connection and support.

### **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/ Multilingual learners (ELs/MLs), all of whom must be provided with full and meaningful access to the general education curriculum. This section of the application should describe the school's EL/ML programs and services, and how they will be implemented.*

- a. *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 ML/EL students.*

#### **Identifying ML Students**

At the time of enrollment, all parents/guardians must complete the home language survey (HLS) administered by a trained teacher. Translations and interpretation will be provided as necessary. This survey will include the following questions:

1. What is the primary language used in the home, regardless of what language the student speaks?
2. What language does the student speak most often?
3. What language did the student first learn?

If any of these responses indicate a language other than English, the student is promptly referred for ML screening by a staff member, who is trained to administer the LAS Placement test. This test is conducted within two weeks of enrollment. If the above questions are answered as English and it is observed that the student is not fluent in English, the LAS Placement test will be administered.

After the LAS Placement test is administered, the results are reviewed. Students scoring as Not Proficient or Approaching Proficient are identified as MLs, while those scoring as Proficient are not. The placement results are documented in the student's cumulative file.

The student's parents are informed of the ML service options following the completion of the placement test. The parent may select the services or waive services. If the parent is not present at the time of LAS Placement testing, a phone call is made to the parent communicating, in the parent's native language, the services offered and explaining the parent notification letter in their native language will be sent home for a signature to accept services or waive the services. In both scenarios, parents will be notified that they may modify their choice at any time.

Students records outlining their ML status will be maintained as follows:

- Recently arrived ML status (i.e., less than 24 months in Connecticut public schools (Y/N)
- Immigrant status (Y/N);
- Accurate language codes;
- ML program code

All ML students will then be identified in PSIS

- SBPLA will seek records of previous testing and only administer the English proficiency assessment if no results are available.
- SBPLA will review records for students who enter from a district within the US
- SBPLA will coordinate with the Special Education Department for students with disabilities (SWD) and attend PPTs
- SBPLA will coordinate with Assistant Director of Special Education with any screening for students with disabilities (SWD)

### **Administering the mandated annual Language Assessment Scale (LAS) Links assessment**

The LAS Links Assessment will be administered annually for all ML students recorded in PSIS to include those students whose parents opted out or waived services. The LAS Links testing window is provided by the CTSDE and is a federal and state requirement.

SBPLA will adhere to the following CTSDE and DRC guidelines for assessment administration as well as scoring and reporting. For example:

- Train all staff administering the LAS Links and make sure they are actively proctoring.
- Communicate with Special Education Assistant Directors or Director before and after testing.
- Provide accommodations to eligible students during testing.
- Identify MLs who are eligible for the Alternate Assessment System and therefore not eligible to participate in the LAS Links.
- Clarify and enter accommodations prior to testing the student.
- Use DRC created test sessions with all four domains, meet all DRC deadlines and follow all DRC protocols.

### **How students will exit from the program**

Exit protocol is determined by:

- Score proficient on LAS Test and
- Meets goals on Personalized Learning Plan

Note: Students who exit continue to be monitored for two years after exiting.

### **How will data be used to inform instruction and how the school will monitor the continued progress of exited ML/EL students**

Students will have and be an equal contributor to their personalized learning plan. This plan will consist of the LAS Links data and connect to core content performance data. The student and teacher will formulate a SMART goal together. The goal will be monitored regularly and revised as needed.. The goal will be shared with all the relevant members of the student's learning team to inform instruction specific to meeting the student's ML needs.

- b. 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.*

Every SBPLA advisor/teacher will complete a total of 20 hours of ML training and 1 coaching visit with the following teachers receiving 45 hours of ML training with 2 coaching visits.

This will further support the individualized nature of the SBPLA advisory structure and learning cycle. Each advisor will support their ML student as all students, however, goals specific to ML students will be relevant to their language needs.

The authentic nature of project development and learning connected to internship will support student language development that will support their learning not just for school, but also for the real world. This will directly support their connection to the community.

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

All correspondences for ML students will be provided in a manner consistent to the language spoken at home and or a communication will be provided via a translator. All efforts will be made for the translations to be made by a live translator. The ML teacher will have consistent and regular reports to parents (in home language) pertaining specifically to the students language development.

Progress updates for ML students will also be provided by their advisory teacher who will know the student deeply. This inturn will result in the advisor developing a close relationship with the parents and family members. Parents will have a voice in the development of their child's learning goals and will also have the opportunity to see how progress is being made at exhibitions, which will make the reports and information they receive from the advisory and ML teacher become more relevant.

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

Professional Learning Communities (PLC) will be practiced at SBPLA where student qualitative and quantitative data will be monitored to inform instruction, improve teaching practices and ensure all students receive appropriate interventions. Data for ML students specifically will be embedded within the student's Individualized Learning Plan as follows:

The individualized/personalized learning plan for each student will include:

- Goal setting guidance for ML students will be based on LAS Links results and academic data. Students will be supported by their advisor and ML teacher in this process.
- Students, advisors, and ML teachers will collaboratively set a SMART goal within the Individualized Learning Plan.
- The advisor and/or the ML teacher will communicate this goal with the parent.
- Students and ML teachers will meet regularly, in addition to regular check-ins with the advisor, to review and celebrate goal successes and make relevant goal revisions.
- The parent will continuously be informed of student progress.

In addition to goals embedded in the Individualized Learning PLans and collaborative data review within PLC time, the following factors will help to ensure the effectiveness of the program and the needs of ML students are met:

- Student access to grade-level content throughout the school day
- Content area teacher collaboration
- Positive culture and outlook on students' capabilities, and
- Staff training in ML and the collection and analysis of data and
- Student work samples

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.*

SBPLA will plan for bilingual staffing to meet the need of a bilingual program with native language support if at least 20 students are enrolled who speak the same language other than English. The following CSDE guidelines will be adhered to:

- SBPLA, in collaboration with Stamford Public Schools, will meet with parents and give them the option to have bilingual education or ESL services.
- Bilingual students will receive both native language instruction and an English language development time during the school day.
- Every effort will be made to hire a certified bilingual teacher to deliver instruction.
- A student not meeting the exit criteria at the end of 30 months or more and transitioning out of a bilingual program will receive language transition support services (LTSS) through ESL, sheltered instruction, or other program, focusing on continued language support.

#### **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 became 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).*

SBPLA will use an admissions policy that supports truly open enrollment and strictly prohibits discrimination of any kind, including on the basis of race, ethnicity, sex, gender identity or expression, religion, national origin or sexual orientation. All school age students seeking a high school opportunity will be eligible for enrollment as long as they are residents of Connecticut, under the age of 21, and eligible for the grades offered at SBPLA. The enrollment of new students will be limited to the grades served in accordance with the school's approved and funded growth plan, subject to the availability of open seats within each grade. Enrollment preference will be granted to students who reside in Stamford, returning students, and siblings of currently enrolled students. Upon initial approval, SBPLA's Governing Council will adopt a formal admissions policy that articulates these preferences and the order in which they will be applied.

Students will gain access to SBPLA through a blind, open lottery system to be held annually in the spring. As part of this application, SBPLA is requesting a waiver of the required enrollment cap in accordance with C.G.S. § 10-66bb(j); this waiver request can be found in Appendix F. Once seats are filled, the lottery will continue to place all applicants in order on a waiting list for each grade served. If seats become available before or during the school year, parents or guardians



from the waiting list will be contacted and offered the open seat. If seats become available during the school year and there is no waiting list for that grade, marketing and recruitment efforts will be used to fill the available seats.

SBPLA will use marketing, recruitment, and enrollment strategies that encourage applications from diverse student populations. No strategies will be implemented by SBPLA which will create real or perceived barriers to apply or enter the school. For example, parents will not be required to attend in-person meetings, students will not be screened to determine their academic standing, and the school will avoid using an enrollment period that is truncated. Marketing and recruitment strategies will specifically welcome students who may have special educational needs.

- b. 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 qualify for free or reduced-price meals pursuant to federal law and regulations; students with a history of behavioral and social difficulties; students identified as requiring special education; students who are ELs/MLs; 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.*

Upon initial approval, and throughout each subsequent year, marketing and recruitment activities will be implemented on an ongoing basis. While marketing will be conducted year-round, there will be a specific enrollment drive held each year beginning in fall and continuing throughout the lottery, or until all seats are filled. The lottery will likely be held in April each year, with applications due immediately prior to the lottery date. Applications will be made available to the community no later than October. The application deadline will be on or about April 1st, but will be accepted beyond this date to fill empty seats or continually build the waiting list should seats become available.

Marketing materials and application packages will be available both online and in paper form, translated into prevailing languages, and will be made available months in advance of the application deadline. The application will articulate the open admissions approach and marketing materials will emphasize the school's philosophy of welcoming all students, including those who are EL/ML, have an IEP, 504 Plan, and any other special educational needs, have a history of academic or behavioral challenges, or are otherwise part of an at-risk student demographic. Grassroots techniques will be a serious focus for marketing and recruitment, including strategies such as neighborhood canvassing, hosting workshops in the community at locations that make it easy for parents/guardians and students to attend, hosting open houses and tours of the facility, and participating in popular and well-attended community events. Additionally, SBPLA will host a comprehensive website with clear admissions and enrollment information, will use social media, and will consider placing ads in traditional local media in multiple languages to ensure access and equity. Applications will be accepted through both electronic means and through the mail or in-person drop-off. If a parent/guardian needs support to complete the process in a language other than English, SBPLA will provide those services.

The following specific activities will likely be implemented as part of SBPLA's annual recruitment and enrollment efforts to ensure a diverse student body, although this list is not meant to be comprehensive in a manner that precludes the use of additional strategies:

- Creating, sustaining, and building upon relationships with representatives of the local district (SPS) and surrounding districts.
- Creating, sustaining, and building upon relationships with hyper-local community-based organizations.
- Attending community events, and sharing information with ESL programs for adults who may have school-age children, public and private health services centers, libraries, social services organizations, housing associations, counseling centers, middle schools (public, private, and charter), tutoring/educational service providers, and faith communities.
- Canvassing, particularly in lower-income, multilingual, and public housing communities, offering in-person dialogue and also posting flyers and sharing informational packets.
- Ensuring all written materials are available in English and prevailing languages.
- Using local media (radio, television, online) with strategies designed to reach specific diverse populations.
- Using social media, with an emphasis on platforms used by demographics who are likely to have school-age children.
- Hosting tours of the facility and open house opportunities, attended by special educational staff and bilingual staff to ensure equity and access.

*c. Describe the efforts the proposed school would take 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.*

As described throughout this application, SBPLA aims to provide vulnerable students with an alternative high school opportunity designed to help them successfully achieve their next steps. SBPLA's instructional methods, rooted in the BPL student-centered philosophy, are designed to foster high achievement for all learners, including those with diverse needs. By personalizing learning through Individualized Learning Plans, SBPLA caters to different learning styles, interests, and abilities, promoting intrinsic motivation, especially for students who may have struggled in traditional settings. The small, nurturing advisory structure provides a sense of belonging and individualized attention, crucial for students who need additional social-emotional support, such as special education students, English Learners/Multilingual Learners, and those entering below grade level. High-quality Tier 1 instruction, personalized learning, MTSS, and restorative practices will be implemented to create an inclusive environment where high achievement is attainable for all students, regardless of their individual needs or backgrounds.

Indeed, many of the design features that are baked into the DNA of SBPLA will result in a reduction of racial, ethnic, and economic isolation. For example, SBPLA's curriculum framework and advisory structure provides all students with small learning environments that are complemented by supportive relationships. This is crucial for students with disabilities, ELs/MLs, and those who may require additional social and emotional support.

The advisory structure also supports the individualized nature of the learning framework, ultimately, and small class sizes allow the advisors to get to know their students and their unique needs. Each student creates a learning plan in collaboration with their advisor, parent(s) and their

mentor. This learning team, due to their intimate relationship with the student, can strategically plan scaffolding and differentiation into student learning plans. This environment and framework also promotes students to engage in learning through a culturally relevant lens. Additionally, advisors will be provided with professional learning opportunities centered on tier one instructional strategies that are research-based to support the access of ELs/MLs while also being relevant to all students that may need support in accessing the curriculum.

Through intentional student agency and choice that the curriculum framework is built on, students are able to take ownership of their learning through interest-based projects and internships. This is intended to foster intrinsic motivation and engagement, which is particularly beneficial for at-risk students who may be or have been disengaged from traditional school models. The result will be that students receive a well-rounded education and graduate prepared for success in college, career, and beyond.

Finally, the Governing Council will monitor data on a frequent basis to analyze both student and staff (applications and enrollment/appointments) to ensure a diverse population is always being reached.

## 5. Student Discipline Policies

- a. *Discuss how the proposed school will create and maintain a clear behavior management system that encourages positive behaviors and integrate restorative practices into the Scientific Research-Based Interventions (SRBI) and Multi-Tiered System of Supports (MTSS). Describe how Tier 1 and positive behavioral interventions and supports (PBIS) will be used to support all students, including students identified as eligible for special education.*

SBPLA will establish a comprehensive behavior management system that prioritizes positive behaviors and restorative practices, aligning with the principles of SRBI and MTSS. This system will be built on a tiered framework, focusing on prevention and early intervention, while providing targeted support for students with more intensive needs.

**Tier 1:** At the foundation of the system, Tier 1 will focus on creating a positive and inclusive school climate where all students feel a sense of belonging and connectedness. This will be achieved through:

- **Strong Relationships:** Small class sizes and a dedicated advisory structure will foster strong relationships between students and staff, promoting a sense of community and individualized support.
- **Clear Expectations:** Explicitly teaching and reinforcing school-wide expectations for behavior, emphasizing respect, responsibility, and positive social interactions. These expectations will be collaboratively developed with school staff and students.
- **Social-Emotional Learning (SEL):** Integrating SEL into the curriculum to equip students with the skills and strategies to manage their emotions, build healthy relationships, and make responsible decisions.
- **Positive Behavioral Interventions and Supports (PBIS):** Implementing PBIS strategies to acknowledge and reinforce positive behaviors, creating a culture of recognition and encouragement. This will be part of the collaborative design process specific to

school-wide expectations. Students and staff will develop the norms and expectations for all areas of SBPLA.

**Restorative Practices:** Restorative practices will be woven into all tiers of the behavior management system, focusing on repairing harm, building relationships, and promoting accountability. This will include:

- **Affective Statements:** Affective statements are expressions of feelings, emotions, and personal impact related to a situation or conflict. Affective statements help individuals understand the emotional impact of their actions on others, fostering empathy and promoting a deeper understanding of the harm caused. By sharing their feelings and perspectives, individuals can build stronger connections, resolve conflicts more effectively, and create a more supportive and inclusive community.
- **Restorative Circles:** Facilitating structured conversations to address conflicts, build understanding, and develop solutions collaboratively.
- **Restorative Conferences:** Bringing together individuals involved in a conflict to discuss the impact of their actions, take responsibility, and develop a plan for repair.

**Supporting Students with Special Needs:** For students identified as eligible for special education, the behavior management system will be individualized to address their specific needs and challenges. This will include:

- **Individualized Behavior Plans:** Developing and implementing behavior plans in collaboration with the student, family, and special education team.
- **Targeted Interventions:** Providing additional support and interventions, such as counseling, social skills training, or sensory breaks.
- **Collaboration with Special Education Staff:** Close collaboration between general education and special education staff to ensure consistent implementation of strategies and supports.

Additionally, SBPLA recognizes that all students require individualized support within the behavior management system, however, this can be uniquely true for special education students depending on their needs and goals. To address this, each student's advisor will closely monitor their academic, attendance, and behavioral progress, allowing for personalized learning plan goals that address their unique needs and challenges. As outlined in the curriculum and instruction sections, these individualized learning plans include goals to support student learning, however, they also can incorporate social-emotional learning (SEL) goals and skill development to support students in meeting behavioral expectations.

When a student encounters difficulties in achieving SEL or behavioral goals, the advisor will collaborate with other support staff at the tier 2 and tier 3 level. This additional support, which can be further outlined in the student's learning plan, may involve interventions outside the advisory setting, such as group counseling or targeted SEL instruction. This collaborative approach ensures that students receive the necessary support to navigate challenges and develop the skills needed to thrive in the school environment.

By implementing this comprehensive and proactive approach to behavior management, SBPLA will create a safe and supportive learning environment where all students can thrive academically, socially, and emotionally.

- b. Describe the acts for which a student may be disciplined, include the consequences or range of consequences resulting from committing such acts. Discuss restorative practices, including strategies to prevent or reduce suspensions, with educational alternatives for students who are expelled.*

Conduct which may lead to disciplinary action (including, but not limited to, removal from class, suspension and/or expulsion in accordance with this policy) includes conduct on school grounds or at a school-sponsored activity (including on a school bus), and conduct off school grounds, as set forth above. Such conduct includes, but is not limited to, the following:

1. Striking or assaulting a student, members of the school staff or other persons.
2. Theft.
3. The use of obscene or profane language or gestures, the possession and/or display of obscenity or pornographic images or the unauthorized or inappropriate possession and/or display of images, pictures or photographs depicting nudity.
4. Violation of smoking, dress, transportation regulations, or other regulations and/or policies governing student conduct.
5. Refusal to obey a member of the school staff, law enforcement authorities, or school volunteers, or disruptive classroom behavior.
6. Any act of harassment based on an individual's sex, sexual orientation, race, color, religion, disability, national origin or ancestry.
7. Refusal by a student to identify himself/herself to a staff member when asked, misidentification of oneself to such person(s), lying to school officials or otherwise engaging in dishonest behavior.
8. Inappropriate displays of public affection of a sexual nature and/or sexual activity on school grounds or at a school-sponsored activity.
9. A walk-out from or sit-in within a classroom or school building or school grounds.
10. Blackmailing, threatening or intimidating school staff or students (or acting in a manner that could be construed to constitute blackmail, a threat, or intimidation, regardless of whether intended as a joke).
11. Possession of any weapon, weapon facsimile, deadly weapon, martial arts weapon, electronic defense weapon, pistol, knife, blackjack, bludgeon, box cutter, metal knuckles, pellet gun, air pistol, explosive device, firearm, whether loaded or unloaded, whether functional or not, or any other dangerous object or instrument. The possession and/or use of any object or device that has been converted or modified for use as a weapon.
12. Possession of any ammunition for any weapon described above in paragraph 11.
13. Unauthorized entrance into any school facility or portion of a school facility or aiding or abetting an unauthorized entrance.
14. Possession or ignition of any fireworks, combustible or other explosive materials, or ignition of any material causing a fire. Possession of any materials designed to be used in the ignition of combustible materials, including matches and lighters.

Unlawful possession, sale, distribution, use, or consumption of tobacco, electronic nicotine delivery systems (e.g. e-cigarettes), vapor products, drugs, narcotics or alcoholic beverages (or any facsimile of tobacco, drugs, narcotics or alcoholic beverages), including being under the influence of any such substances or aiding in the procurement of any such substances. For the purposes of this Paragraph 15, the term "electronic nicotine delivery system" shall mean an electronic device that may be used to simulate smoking in the delivery of nicotine or other substance to a person

inhaling from the device and includes, but is not limited to, an electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe or electronic hookah and any related device and any cartridge or other component of such device. For the purposes of Paragraph 15, the term “vapor product” shall mean any product that employs a heating element, power source, electronic circuit or other electronic, chemical or mechanical means, regardless of shape or size, to produce a vapor that may or may not include nicotine that is inhaled by the user of such product. For the purposes of this Paragraph 15, the term “drugs” shall include, but shall not be limited to, any medicinal preparation (prescription and non-prescription) and any controlled substance whose possession, sale, distribution, use or consumption is illegal under state and/or federal law.

15. Sale, distribution, or consumption of substances contained in household items; including, but not limited to glue, paint, accelerants/propellants for aerosol canisters, and/or items such as the aerators for whipped cream; if sold, distributed or consumed for the purpose of inducing a stimulant, depressant, hallucinogenic or mind-altering effect.
16. Unlawful possession of paraphernalia used or designed to be used in the consumption, sale or distribution of drugs, alcohol or tobacco, as described in subparagraph (15) above. For purposes of this policy, drug paraphernalia includes any equipment, products and materials of any kind which are used, intended for use or designed for use in growing, harvesting, manufacturing, producing, preparing, packaging, storing, containing or concealing, or injecting, ingesting, inhaling or otherwise introducing controlled drugs or controlled substances into the human body, including but not limited to items such as “bongs,” pipes, “roach clips,” vials, tobacco rolling papers, and any object or container used, intended or designed for use in storing, concealing, possessing, distributing or selling controlled drugs or controlled substances.
17. The destruction of real, personal or school property, such as, cutting, defacing or otherwise damaging property in any way.
18. Accumulation of offenses such as school and class tardiness, class or study hall cutting, or failure to attend detention.
19. Trespassing on school grounds while on out-of-school suspension or expulsion.
20. Making false bomb threats or other threats to the safety of students, staff members, and/or other persons.
21. Defiance of school rules and the valid authority of teachers, supervisors, administrators, other staff members and/or law enforcement authorities.
22. Throwing snowballs, rocks, sticks and/or similar objects, except as specifically authorized by school staff.
23. Unauthorized and/or reckless and/or improper operation of a motor vehicle on school grounds or at any school-sponsored activity.
24. Leaving school grounds, school transportation or a school- sponsored activity without authorization.
25. Use of or copying of the academic work of another individual and presenting it as the student’s own work, without proper attribution; or any other form of academic dishonesty, cheating or plagiarism.
26. Possession and/or use of a cellular telephone, radio, walkman, CD player, blackberry, personal data assistant, walkie talkie, Smartphone, mobile or handheld device, or similar electronic device, on school grounds or at a school-sponsored activity in violation of Board policy and/or administrative regulations regulating the use of such devices.

27. Possession and/or use of a beeper or paging device on school grounds or at a school-sponsored activity without the written permission of the principal or his/her designee.
28. Unauthorized use of any school computer, computer system, computer software, Internet connection or similar school property or system, or the use of such property or system for inappropriate purposes.
29. Possession and/or use of a laser pointer, unless the student possesses the laser pointer temporarily for an educational purpose while under the direct supervision of a responsible adult.
30. Hazing.
31. Bullying, defined as the repeated use by one or more students of a written, oral or electronic communication, such as cyberbullying directed at another student attending school in the same district, or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, which:
  - a. causes physical or emotional harm to such student or damage to such student's property;
  - b. places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;
  - c. creates a hostile environment at school for such student;
  - d. infringes on the rights of such student at school; or
  - e. substantially disrupts the education process or the orderly operation of a school.

Bullying includes, but is not limited to, repeated written, oral or electronic communications or physical acts or gestures based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.
32. Cyberbullying, defined as any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.
33. Acting in any manner that creates a health and/or safety hazard for staff members, students, or the public, regardless of whether the conduct is intended as a joke.
34. Engaging in a plan to stage or create a violent situation for the purposes of recording it by electronic means; or recording by electronic means acts of violence for purposes of later publication.
35. Engaging in a plan to stage sexual activity for the purposes of recording it by electronic means; or recording by electronic means sexual acts for purposes of later publication.
36. Using computer systems, including email, instant messaging, text messaging, blogging or the use of social networking websites, or other forms of electronic communications, to engage in any conduct prohibited by this policy.
37. Use of a privately owned electronic or technological device in violation of school rules, including the unauthorized recording (photographic or audio) of another individual without permission of the individual or a school staff member.

Although the acts listed above can lead to suspension or expulsion, the use of restorative practices will be prioritized to avoid school removal and suspension for incidents that are nonviolent.

Keeping students in school and in class so they are actively learning takes precedence over student removal. Engaging in the tiered support framework including restorative circles and conferences will support proactive community building and alternative measures to suspension in addressing student behavior.

When it comes to providing alternative instruction, access to the curriculum will be afforded to students on suspension in accordance with the law. In the event that a student is suspended and awaiting an expulsion hearing, access to the curriculum will continue for the duration of time that the student awaits a determination at his/ her expulsion hearing.

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

- 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.*

SBPLA's drafted policy specific to student discipline will align with relevant Connecticut State Statutes and also be guided by CAFE model policy as well as local policy. Please see below for the policy:

SBPLA is committed to fostering a safe and supportive learning environment for all students, staff, and visitors. Our discipline policy prioritizes a restorative approach, seeking to maintain order and safety while addressing inappropriate behavior through accountability, personal growth, and the repair of harm. We believe in progressive discipline that focuses on understanding the root causes of behavior and providing opportunities for learning and positive change.

At SBPLA, we encourage all students to adhere to school rules and governing policies, understanding their role in maintaining a respectful and productive atmosphere for everyone. When student behavior disrupts the learning process, endangers others, or causes harm, SBPLA will address these situations through a restorative approach, emphasizing personal accountability and growth, while working to repair any harm caused. Students may be disciplined for conduct off school grounds if such conduct is seriously disruptive to the educational process and violates SBPLA policy.

Policy Objectives:

1. Ensure Safety and Order: Maintain a secure and disciplined school environment conducive to learning and free from violence, threats, and disruptive behaviors.
2. Promote Equity and Fairness: Apply disciplinary measures in an equitable, consistent, and unbiased manner, ensuring that all students are treated with dignity and respect.
3. Support Progressive Discipline: Implement a progressive discipline model that focuses on intervention and prevention strategies to address and correct student behavior before it escalates.



4. Implement Restorative Practices: Incorporate restorative practices that emphasize accountability, reparation of harm, and the restoration of relationships within the school community.
5. Encourage Personal Responsibility: Foster a sense of personal responsibility and self-discipline in students, helping them to understand the consequences of their actions and to make better choices in the future.
6. Engage Families and Communities: Involve parents, guardians, and community members in the disciplinary process to support students in their behavioral and academic growth.

Policy Guidelines:

1. Clear Expectations and Communication:
  - Establish and communicate clear behavioral expectations and the consequences of violating them.
  - Ensure that all students, staff, and parents/guardians are aware of the discipline policy and procedures.
2. Progressive Discipline Framework:
  - Utilize a tiered approach to discipline that escalates in response to the severity and frequency of the behavior.
  - Implement early intervention strategies such as counseling, mentoring, and behavior modification plans to address minor infractions.
3. Restorative Practices:
  - Employ restorative practices such as mediation, peer counseling, and restorative circles to address conflicts and repair harm.
  - Encourage students to take responsibility for their actions and to actively participate in the resolution process.
4. Consistent and Fair Application:
  - Ensure that disciplinary measures are applied consistently and fairly across all student populations.
  - Monitor and address any disparities in the application of disciplinary actions to prevent discrimination or bias.
5. Supportive Interventions:
  - Provide support services such as counseling, social work, and mental health resources to help students address underlying issues contributing to behavioral problems.
  - Develop individualized behavior plans for students with recurring or severe behavioral issues.
6. Engagement and Collaboration:
  - Engage families in the disciplinary process through regular communication and involvement in restorative practices.
  - Collaborate with community organizations and resources to support students and families in addressing behavioral and social-emotional needs.
7. Training and Professional Development:
  - Provide ongoing training for staff on progressive discipline, restorative practices, and culturally responsive approaches to student behavior.
  - Encourage staff to develop skills in conflict resolution, de-escalation techniques, and positive behavior support.

Review and Accountability:

SBPLA will regularly review the effectiveness of its discipline policy, incorporating feedback from students, staff, parents, and the community. Data on disciplinary actions and their outcomes will be collected and analyzed to ensure continuous improvement and the achievement of policy objectives.

By adopting this balanced approach to discipline, SBPLA aims to create a school environment where all students can learn, grow, and succeed while feeling safe and supported.

#### A. Definitions

1. “Exclusion” shall be defined as denial of school privileges to a student for disciplinary purposes.
2. “Removal” shall be defined as an exclusion from a classroom for all or a part of a single class period, provided such exclusion shall not extend beyond ninety (90) minutes.
3. “In-School Suspension” means an exclusion from regular classroom activity for no more than five consecutive days, but not exclusion from school, provided such exclusion shall not extend beyond the end of the school year in which such in-school suspension was imposed. Such suspensions shall be served in the school building.
4. “Suspension” means an exclusion from school privileges or from transportation services, provided such exclusion shall not extend beyond the end of the school year in which suspension was imposed. An out-of-school suspension for students in grades shall not exceed ten days.
5. “Expulsion” shall be defined as an exclusion from school privileges for any student for more than ten (10) consecutive school days. Such period of exclusion may extend to the school year following the school year in which the exclusion was imposed, up to one calendar year. To be expelled, the student’s conduct must be found to be both violative of SBPLA policy and either seriously disruptive of the educational process or endangering persons or property.  
Unless an emergency exists, no student shall be expelled without a formal hearing provided whenever such student is a minor, the notice shall also be given to the parents or guardians of the student at least five business days before such hearing, not including the day of such hearing. If an emergency exists, such hearing shall be held as soon after the expulsion as possible. The notice shall include information concerning the parent’s or guardian’s and the student’s legal rights and concerning legal services provided free of charge or at a reduced rate that are available locally and how to access such services. An attorney or other advocate may represent any student subject to expulsion proceedings. The parent or guardian of the student shall have the right to have the expulsion hearing postponed for up to one week to allow time to obtain representation, except that if an emergency exists, such hearing shall be held as soon after the expulsion as possible.
6. “Emergency” shall be defined as a situation under which the continued presence of the student in the school imposes such a danger to persons or property or such a disruption of the educational process that a hearing may be delayed until a time as soon after the exclusion of such student as possible.
7. “Days” is defined as days when school is in session.
8. “School-sponsored activity” is defined as any activity sponsored, recognized or authorized by SBPLA and includes activities conducted on or off school property.
9. “Possess” means to have physical possession or otherwise to exercise dominion or control over tangible property.

10. “Deadly weapon” means any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon, or metal knuckles. A weapon such as a pellet gun and/or airsoft pistol may constitute a deadly weapon if such weapon is designed for violence and is capable of inflicting death or serious bodily harm.
11. “Firearm” as defined in 18 U.S.C. §921, means 1) any weapon (including a starter gun) which will or is designed to or readily be converted to expel a projectile by the action of an explosive; 2) the frame or receiver of any such weapon; 3) any firearm muffler or firearm silencer; or 4) any destructive device. Firearm does not include any antique firearm. For purposes of this definition “destructive device” means any explosive, incendiary, or poison gas, bomb, grenade, rocket having a propellant charge of more than 4 ounces, missile having an explosive or incendiary charge of more than ¼ ounce, mine, or device similar to any of the weapons described herein. A “destructive device” does not include an antique firearm; a rifle intended to be used by the owner solely for sporting, recreational, or cultural purposes; or any device which is neither designed nor redesigned for use as a weapon.
12. “Vehicle” means a “motor vehicle” as defined in Section 14-1 of the Connecticut General Statutes, snow mobile, any aircraft, or any vessel equipped for propulsion by mechanical means or sail.
13. “Martial arts weapon” means a nunchakum kama, kasari-fundo, octagon sai, tonfa or chinese star.
14. “Dangerous Drugs and Narcotics” is defined as any controlled drug in accordance with Connecticut General Statutes §219-240.
15. “Alternate education” means a school or program maintained and operated by the Board of Education that is offered to students in a nontraditional setting and addresses their social, emotional, behavioral and academic needs. Such program must conform to SBE guidelines and conform to C.G.S. 10-15 and 16 (180 days/900 hours).
16. “Dangerous Instrument” means any instrument, article, or substance which, under the circumstances in which it is used or attempted or threatened to be used, is capable of causing death or serious physical injury, and includes a “vehicle” or a dog that has been commanded to attack.
17. “Seriously disruptive of the educational process” means, as applied to off-campus conduct, any conduct that markedly interrupts or severely impedes the day-to-day operation of a school.

#### B. Removal from Class

1. All advisors/teachers shall exhaust all de-escalation strategies and restorative practices prior to requesting a student’s removal from class.
2. If an advisor/teacher needs to remove a student from class, they shall send the student to a designated area and shall immediately inform the building Principal or his/her designee as to the name of the student and the reason for removal.
3. No student shall be removed from class more than six (6) times in any year nor more than twice in one week, unless such student is referred to the Building Principal or his/her designee and granted an informal hearing in accordance with the provisions of this policy, as stated in G(3).
4. A school principal or other school administrator shall notify a parent or guardian of a student whose behavior has caused a serious disruption to the instruction of other students, caused self-harm or caused physical harm to a teacher, another student or

other school employee not later than twenty-four hours after such behavior occurs. Such notice shall include, but not be limited to, informing such parent or guardian that the teacher of record in the classroom in which such behavior occurred may request a behavior intervention meeting.

Any advisory/teacher of record in a classroom may request a behavior intervention meeting with the crisis intervention team for the school, for any student whose behavior has caused a serious disruption to the instruction of other students, or caused self-harm or physical harm to such teacher or another student or staff member in such teacher's classroom. The crisis intervention team shall, upon the request of such teacher and notifying such student's parent or guardian, convene a behavior intervention meeting regarding such student. The participants of such behavior intervention meeting shall identify resources and support to address such student's social, emotional and instructional needs. Not later than seven days after the behavior intervention meeting, the crisis intervention team shall submit to the parent or guardian of such student, in the dominant language of such parent or guardian, a written summary of such meeting, including, but not limited to, the resources and supports identified.

C. Exclusion from Co-Curricular and Extra-Curricular Activities

Participation in co-curricular and extra-curricular activities is a privilege and not an entitlement. Students involved in such programs are expected to follow all school rules and demonstrate good citizenship. Failure to do so may result in partial or complete exclusion from said activities and programs. Activities include, but are not limited to, athletic programs, musical or drama productions, clubs, field trips, and school trips out-of-state and abroad.

D. Actions Leading to Disciplinary Action, including Removal from Class, Suspension and/or Expulsion

Conduct which may lead to disciplinary action (including, but not limited to, removal from class, suspension and/or expulsion in accordance with this policy) includes conduct on school grounds or at a school-sponsored activity (including on a school bus), and conduct off school grounds, as set forth above. Such conduct includes, but is not limited to, the following:

1. Striking or assaulting a student, members of the school staff or other persons.
2. Theft.
3. The use of obscene or profane language or gestures, the possession and/or display of obscenity or pornographic images or the unauthorized or inappropriate possession and/or display of images, pictures or photographs depicting nudity.
4. Violation of smoking, dress, transportation regulations, or other regulations and/or policies governing student conduct.
5. Refusal to obey a member of the school staff, law enforcement authorities, or school volunteers, or disruptive classroom behavior.
6. Any act of harassment based on an individual's sex, sexual orientation, race, color, religion, disability, national origin or ancestry.
7. Refusal by a student to identify himself/herself to a staff member when asked, misidentification of oneself to such person(s), lying to school officials or otherwise engaging in dishonest behavior.
8. Inappropriate displays of public affection of a sexual nature and/or sexual activity on school grounds or at a school-sponsored activity.

9. A walk-out from or sit-in within a classroom or school building or school grounds.
10. Blackmailing, threatening or intimidating school staff or students (or acting in a manner that could be construed to constitute blackmail, a threat, or intimidation, regardless of whether intended as a joke).
11. Possession of any weapon, weapon facsimile, deadly weapon, martial arts weapon, electronic defense weapon, pistol, knife, blackjack, bludgeon, box cutter, metal knuckles, pellet gun, air pistol, explosive device, firearm, whether loaded or unloaded, whether functional or not, or any other dangerous object or instrument. The possession and/or use of any object or device that has been converted or modified for use as a weapon.
12. Possession of any ammunition for any weapon described above in paragraph 11.
13. Unauthorized entrance into any school facility or portion of a school facility or aiding or abetting an unauthorized entrance.
14. Possession or ignition of any fireworks, combustible or other explosive materials, or ignition of any material causing a fire. Possession of any materials designed to be used in the ignition of combustible materials, including matches and lighters. Unlawful possession, sale, distribution, use, or consumption of tobacco, electronic nicotine delivery systems (e.g. e-cigarettes), vapor products, drugs, narcotics or alcoholic beverages (or any facsimile of tobacco, drugs, narcotics or alcoholic beverages), including being under the influence of any such substances or aiding in the procurement of any such substances. For the purposes of this Paragraph 15, the term “electronic nicotine delivery system” shall mean an electronic device that may be used to simulate smoking in the delivery of nicotine or other substance to a person inhaling from the device and includes, but is not limited to, an electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe or electronic hookah and any related device and any cartridge or other component of such device. For the purposes of Paragraph 15, the term “vapor product” shall mean any product that employs a heating element, power source, electronic circuit or other electronic, chemical or mechanical means, regardless of shape or size, to produce a vapor that may or may not include nicotine that is inhaled by the user of such product. For the purposes of this Paragraph 15, the term “drugs” shall include, but shall not be limited to, any medicinal preparation (prescription and non-prescription) and any controlled substance whose possession, sale, distribution, use or consumption is illegal under state and/or federal law.
15. Sale, distribution, or consumption of substances contained in household items; including, but not limited to glue, paint, accelerants/propellants for aerosol canisters, and/or items such as the aerators for whipped cream; if sold, distributed or consumed for the purpose of inducing a stimulant, depressant, hallucinogenic or mind-altering effect.
16. Unlawful possession of paraphernalia used or designed to be used in the consumption, sale or distribution of drugs, alcohol or tobacco, as described in subparagraph (15) above. For purposes of this policy, drug paraphernalia includes any equipment, products and materials of any kind which are used, intended for use or designed for use in growing, harvesting, manufacturing, producing, preparing, packaging, storing, containing or concealing, or injecting, ingesting, inhaling or otherwise introducing controlled drugs or controlled substances into the human body, including but not limited to items such as “bongs,” pipes, “roach clips,” vials, tobacco rolling papers, and any object or container used, intended or designed for

- use in storing, concealing, possessing, distributing or selling controlled drugs or controlled substances.
17. The destruction of real, personal or school property, such as, cutting, defacing or otherwise damaging property in any way.
  18. Accumulation of offenses such as school and class tardiness, class or study hall cutting, or failure to attend detention.
  19. Trespassing on school grounds while on out-of-school suspension or expulsion.
  20. Making false bomb threats or other threats to the safety of students, staff members, and/or other persons.
  21. Defiance of school rules and the valid authority of teachers, supervisors, administrators, other staff members and/or law enforcement authorities.
  22. Throwing snowballs, rocks, sticks and/or similar objects, except as specifically authorized by school staff.
  23. Unauthorized and/or reckless and/or improper operation of a motor vehicle on school grounds or at any school-sponsored activity.
  24. Leaving school grounds, school transportation or a school-sponsored activity without authorization.
  25. Use of or copying of the academic work of another individual and presenting it as the student's own work, without proper attribution; or any other form of academic dishonesty, cheating or plagiarism.
  26. Possession and/or use of a cellular telephone, radio, walkman, CD player, blackberry, personal data assistant, walkie talkie, Smartphone, mobile or handheld device, or similar electronic device, on school grounds or at a school-sponsored activity in violation of Board policy and/or administrative regulations regulating the use of such devices.
  27. Possession and/or use of a beeper or paging device on school grounds or at a school-sponsored activity without the written permission of the principal or his/her designee.
  28. Unauthorized use of any school computer, computer system, computer software, Internet connection or similar school property or system, or the use of such property or system for inappropriate purposes.
  29. Possession and/or use of a laser pointer, unless the student possesses the laser pointer temporarily for an educational purpose while under the direct supervision of a responsible adult.
  30. Hazing.
  31. Bullying, defined as the repeated use by one or more students of a written, oral or electronic communication, such as cyberbullying directed at another student attending school in the same district, or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, which:
    - a. causes physical or emotional harm to such student or damage to such student's property;
    - b. places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;
    - c. creates a hostile environment at school for such student;
    - d. infringes on the rights of such student at school; or
    - e. substantially disrupts the education process or the orderly operation of a school.

Bullying includes, but is not limited to, repeated written, oral or electronic communications or physical acts or gestures based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

32. Cyberbullying, defined as any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.
33. Acting in any manner that creates a health and/or safety hazard for staff members, students, or the public, regardless of whether the conduct is intended as a joke.
34. Engaging in a plan to stage or create a violent situation for the purposes of recording it by electronic means; or recording by electronic means acts of violence for purposes of later publication.
35. Engaging in a plan to stage sexual activity for the purposes of recording it by electronic means; or recording by electronic means sexual acts for purposes of later publication.
36. Using computer systems, including email, instant messaging, text messaging, blogging or the use of social networking websites, or other forms of electronic communications, to engage in any conduct prohibited by this policy.
37. Use of a privately owned electronic or technological device in violation of school rules, including the unauthorized recording (photographic or audio) of another individual without permission of the individual or a school staff member.

#### E. Scope of the Student Discipline Policy

##### a. Conduct on School Grounds or at a School-Sponsored Activity

Students may be disciplined for conduct on school grounds or at any school-sponsored activity that endangers persons or property, is seriously disruptive of the educational process, or that violates a publicized policy of the Board.

##### b. Conduct off School Grounds

Students may be disciplined for conduct off school grounds if such conduct is seriously disruptive of the educational process and violative of a publicized policy of the Board. In making a determination as to whether such conduct is seriously disruptive of the educational process, the Administration and the Board of Education may consider, but such consideration shall not be limited to, the following factors: (1) whether the incident occurred within close proximity of a school; (2) whether other students from the school were involved or whether there was any gang involvement; (3) whether the conduct involved violence, threats of violence, or the unlawful use of a weapon, as defined in section Conn. Gen. Stat. § 29-38, and whether any injuries occurred; and (4) whether the conduct involved the use of alcohol.

In making a determination as to whether such conduct is seriously disruptive of the educational process, the Administration and/or the Board of Education may also consider whether such off-campus conduct involved the illegal use of drugs.

#### F. Mandatory Expulsion

It shall be the policy of the SBPLA Governing Board to expel a student for one full calendar year if:

1. The student, on grounds or at a school-sponsored activity, was in possession of a firearm, as defined in 18 U.S.C. 921[1], as amended from time to time, or deadly weapon, dangerous instrument or martial arts weapon, as defined in C.G.S. 53A-3; or the student, off school grounds, did possess such firearm in violation of C.G.S. 29-35 or did possess and use such a firearm, instrument or weapon in the commission of a crime; or the student, on or off school grounds offered for sale or distribution a controlled substance, as defined in subdivision (9) of C.G.S. 21a-240, whose manufacture, distribution, sale, prescription, dispensing, transporting or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under C.G.S. 21-277 and 21a-278.
2. Such a student shall be expelled for one calendar year if the SBPLA Governing Board or impartial hearing officer finds that the student did so possess or so possess and use, as appropriate, such a weapon or firearm, instrument or weapon or did so offer for sale or distribution such a controlled substance.
3. SBPLA may modify the period of a mandatory expulsion on a case-by-case basis. A firearm, as defined by C.G.S. 53a-3 includes any sawed-off shotgun, machine gun, rifle, shotgun, pistol, revolver, or other weapon, whether loaded or unloaded from which a shot may be discharged, or a switchblade knife, a gravity knife, billy, black jack, bludgeon or metal knuckles.

G. Suspension Procedure (as modified in Public Act 24-45, Sections 13 and 14)

All suspensions shall be in-school suspensions, except the SBPLA Governing Board may authorize the administration of schools under its direction to impose an out-of-school suspension on any student:

1. If resulting from a due process hearing:
  - a. The administration determines that the student being suspended poses such a danger to persons or property or such a disruption of the educational process that the student shall be excluded from school during the period of suspension;
  - b. The administration determines that an out-of-school suspension is appropriate for such student based on evidence of:
    - i. Previous disciplinary problems that have led to suspensions or expulsion of such student, and
    - ii. Efforts by the administration to address such disciplinary problems through means other than out-of-school suspension or expulsion, including positive behavioral support strategies; or for grades preschool to two if during the due process hearing:
2. The administration determines that an out-of-school suspension is appropriate for such student based on evidence that such student's conduct on school grounds is behavior that causes physical harm;
3. Requires that such student receives services that are trauma-informed and developmentally appropriate and align with any behavioral intervention plan, individualized education program, or plan pursuant to Section 504 of the Rehabilitation Act of 1973, as amended from time to time, for such student upon such student's return to school immediately following the out-of-school suspension; and
4. Considers whether to convene a planning and placement team meeting for the purposes of conducting an evaluation to determine whether such student may require special education or related services.



An out-of-school suspension shall not exceed ten school days.

The administration shall also have the authority to suspend a student from transportation services whose conduct while awaiting or receiving transportation violates the standards set forth in paragraph D, above. The administration shall have the authority to immediately suspend from school any student when an emergency exists as that term is defined in paragraph A, above.

If an emergency situation exists, the hearing outlined in paragraph G (3) shall be held as soon as possible after the exclusion of the student.

5. In the case of suspension, the administration shall notify the student's parents and the SBPLA Governing Board not later than twenty-four (24) hours of the suspension as to the name of the student who has been suspended and the reason therefore. Any student who is suspended shall be given an opportunity to complete any class work including, but not limited to, examinations which such student missed during the period of his/her suspension.
6. Except in the case of an emergency, as defined in paragraph A, above, a student shall be afforded the opportunity to meet with the administration and to respond to the stated charges prior to the effectuation of any period of suspension or in-school suspension. If, at such a meeting the student denies the stated charges, he/she may at that time present his/her version of the incident(s) upon which the proposed suspension is based. The administration shall then determine whether or not suspension or in-school suspension is warranted. In determining the length of a suspension period, the administration may receive and consider evidence of past disciplinary problems which have led to removal from a classroom, in-school suspension, or expulsion.
7. For any student who is suspended for the first time and who has never been expelled, the school administration may shorten the length of or waive the suspension period if the student successfully completes an administration-specified program and meets any other administration-required conditions. Such program shall be at no expense to the student or his/her parents/guardians.
8. No student shall be suspended more than ten times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless a hearing as provided in paragraph H(5) is first granted.
9. No student shall be placed on in-school suspension more than fifteen times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless a hearing as provided in paragraph H(5) is first granted.

#### H. Expulsion Procedures

1. The SBPLA Governing Board may, upon recommendation of the SBPLA Principal, expel any student for one or more of the reasons stated in this policy if in the judgment of the SBPLA Board, such disciplinary action is in the best interest of the school.
2. Upon receipt of a recommendation for expulsion from the SBPLA Principal, the SBPLA Governing Board shall, after giving written notice, at least five (5) business days before such hearing, to the student and his parents or guardian, if said student is less than 18 years of age, conduct a hearing prior to taking any action on the

expulsion of said student, provided however, that in the event of an emergency as defined in this policy, the student may be expelled prior to the hearing but in such case even a hearing shall be held as soon after the expulsion as possible. The notice shall include information concerning the student's and his/her parent's/guardian's legal rights and concerning legal services that are provided free of charge or at a reduced rate that are available locally (CT Legal Service a source of such services) and how to access such services. An attorney or other advocate may represent any student subject to expulsion proceedings. The parent/guardian of the student has the right to have the expulsion hearing postponed for up to one week to allow time to obtain representation, except that if an emergency exists, such hearing shall be held as soon after the expulsion as possible.

3. Expulsion hearings conducted by the SBPLA Governing Board will be heard by any three or more Board members. A decision to expel a student must be supported by a majority of the Board members present, provided that no less than three (3) affirmative votes to expel are cast.

Alternatively, the SBPLA Governing Board may appoint an impartial hearing officer composed of one (1) or more persons to hear and decide the expulsion matter, provided that no member of the SBPLA Governing Board serves on such panel.

4. A special education student's handicapping conditions shall be considered before making a decision to expel. A Planning and Placement Team (PPT) meeting must be held to determine whether the behavior or student actions violative of Board of Education standards set forth in policy governing suspension and expulsion are the result of the student's handicapping condition.
5. The procedure for any hearing conducted under this paragraph shall at least include the right to:
  - a. Notice prior to the date of the proposed hearing which shall include a statement of the time, place and nature of the hearing and a statement of the legal jurisdiction under which the hearing is to be held and a statement that students under sixteen years old who are expelled and students between sixteen and eighteen who have been expelled for the first time and who comply with conditions set by the Board of Education, must be offered an alternative educational opportunity;
  - b. A short and plain statement of the matters asserted, if such matters have not already been provided in a statement of reasons requested by the student;
  - c. The opportunity to be heard in the student's own defense;
  - d. The opportunity to present witnesses and evidence in the student's defense;
  - e. The opportunity to cross-examine adverse witnesses;
  - f. The opportunity to be represented by counsel at the parents'/student's own expense; and
  - g. Information concerning legal services provided free of charge or at a reduced rate that are available locally and how to access such services;
  - h. The opportunity to have the services of a translator, to be provided by the Board of Education whenever the student or his/her parent or legal guardian do not speak the English language;
  - i. The prompt notification of the decision of the Board of Education, which decision shall be in writing if adverse to the student concerned.
6. The record of the hearing held in any expulsion case shall include the following:
  - a. All evidence received and considered by the Board of Education;
  - b. Questions and offers of proof, objections and ruling on such objections;

- c. The decision of the Board of Education rendered after such hearing; and
  - d. A copy of the initial letter of notice of proposed expulsion, a copy of any statement of reasons provided upon request, a statement of the notice of hearing and the official transcript, if any or if not transcribed, any recording or stenographic record of the hearing.
7. Rules of evidence at expulsion hearings shall assure fairness, but shall not be controlled by the formal rules of evidence, and shall include the following:
- a. Any oral or documentary evidence may be received by the SBPLA Governing Board but, as a matter of policy, irrelevant, immaterial or unduly repetitious evidence may be excluded. In addition, other evidence of past disciplinary problems which have led to removal from a classroom, in-school suspension, suspension, or expulsion may be received for considering the length of an expulsion and the nature of the alternative educational opportunity, if any, to be offered;
  - b. The SBPLA Governing Board shall give effect to the rules of privilege by law;
  - c. In order to expedite a hearing, evidence may be received in written form, provided the interest of any party is not substantially prejudiced thereby;
  - d. Documentary evidence may be received in the form of copies or excerpts;
  - e. A party to an expulsion hearing may conduct cross-examination of witnesses where examination is required for a full and accurate disclosure of the facts;
  - f. The SBPLA Governing Board may take notice of judicially cognizable facts in addition to facts within the Board's specialized knowledge provided, however, the parties shall be notified either before or during the hearing of the material noticed, including any staff memoranda or data, and an opportunity shall be afforded to any party to contest the material so noticed;
  - g. A stenographic record, audio recording or video recording (i.e. Zoom) of any oral proceedings before the SBPLA Governing Board at an expulsion hearing shall be made provided, however, that a transcript of such proceedings shall be furnished upon request of a party with the cost of such transcript to be paid by the requesting party. Findings of fact made by the Board after an expulsion hearing shall be based exclusively upon the evidence adduced at the hearing.
  - h. Decisions shall be in writing if adverse to the student, and shall include findings of fact and conclusions necessary for the decision. Findings of fact made by the Board after an expulsion hearing shall be based exclusively upon the evidence adduced at the hearing.
8. For any student expelled for the first time and who has never been suspended, except for a student who has been expelled based on possession of a firearm or deadly weapon, the SBPLA Board may shorten the length of or waive the expulsion period if the student successfully completes a Board specified program and meets any other conditions required by the Board. Such a Board specified program shall not require the student or the parent/guardian of such student to pay for participation in the program.

#### I. Notification

- 1. All students and parents within the jurisdiction of the SBPLA Governing Board shall be informed, annually, of the Policy governing student conduct by the delivery to each said student of a written copy of said Board Policy.

2. The parents or guardians of any minor student either expelled or suspended shall be given notice of such disciplinary action no later than 24 hours of the time of the institution of the period of expulsion or suspension.
3. The notice of an expulsion hearing shall be given at least five (5) business days before such hearing to the student and his/her parents or guardians, if said student is less than 18 years of age shall include information concerning the parent's/guardian's and the student's legal rights and concerning legal services that are provided free of charge or at a reduced rate that are available and how to access such services. The notification shall reference the maximum number of suspension days before the expulsion days proceed. (10 consecutive days for students in grades 9-12), a statement that an attorney or other advocate may represent any student subject to expulsion proceedings. The parent/guardian of the student shall be notified of the right to have the expulsion hearing postponed for up to one week to allow time to obtain representation, except that if an emergency exists, such hearing shall be held as soon after the expulsion as possible.

J. Stipulated Agreements

In lieu of the procedures used in this section, the Administration and the parents (or legal guardians) of a student facing expulsion may choose to enter into a Joint Stipulation of the Facts and a Joint Recommendation to the Board concerning the length and conditions of expulsion. Such Joint Stipulation and Recommendation shall include language indicating that the parents (or legal guardians) understand their right to have an expulsion hearing held pursuant to these procedures, and language indicating that the Board, in its discretion, has the right to accept or reject the Joint Stipulation of Facts and Recommendation.

If the Board rejects either the Joint Stipulation of Facts or the Recommendation, an expulsion hearing shall be held pursuant to the procedures outlined herein. If the Student is eighteen years of age or older, the student shall have the authority to enter into a Joint Stipulation and Recommendation on his or her own behalf.

If the parties agree on the facts, but not on the disciplinary recommendation, the Administration and the parents (or legal guardians) of a student facing expulsion may also choose to enter into a Joint Stipulation of the Facts and submit only the Stipulation of the Facts to the Board in lieu of holding the first part of the hearing, as described above. Such Joint Stipulation shall include language indicating that the parents understand their right to have a hearing to determine whether the student engaged in the alleged misconduct and that the Board, in its discretion, has the right to accept or reject the Joint Stipulation of Facts. If the Board rejects the Joint Stipulation of Facts, a full expulsion hearing shall be held pursuant to the procedures outlined herein.

K. Students identified as eligible for services under the Individuals with Disabilities Education Act ("IDEA")

If the Board of Education expels a student who has been identified as eligible for services under the Individuals with Disabilities Education Act ("IDEA"), it shall offer an alternative educational opportunity to such student in accordance with the requirements of IDEA, as it may be amended from time to time.

L. Procedures Governing Suspension and Expulsion of Students Identified as Eligible for Services under the Individuals with Disabilities Education Act ("IDEA")

1. Suspension of IDEA students

Notwithstanding the foregoing, if the Administration suspends a student identified as eligible for services under the IDEA (an “IDEA student”) who has violated any rule or code of conduct of the school district that applies to all students, the following procedures shall apply:

- a. The administration shall make reasonable attempts to immediately notify the parents of the student of the decision to suspend on the date on which the decision to suspend was made, and a copy of the special education procedural safeguards must either be hand-delivered or sent by mail to the parents on the date that the decision to suspend was made.
  - b. During the period of suspension, the school district is not required to provide any educational services to the IDEA student beyond that which is provided to all students suspended by the school district.
2. Expulsion and Suspensions that Constitute Changes in Placement for IDEA Students
- Notwithstanding any provision to the contrary, if the administration recommends for expulsion an IDEA student who has violated any rule or code of conduct of the school district that applies to all students, the procedures described in this section shall apply. The procedures described in this section shall also apply for students whom the administration has suspended in a manner that is considered under the IDEA, as it may be amended from time to time, to be a change in placement:
- a. The parents of the student must be notified of the decision to recommend for expulsion (or to suspend if a change in placement) on the date on which the decision to suspend was made, and a copy of the special education procedural safeguards must either be hand-delivered or sent by mail to the parents on the date that the decision to recommend for expulsion (or to suspend if a change in placement) was made.
  - b. The school district shall immediately convene the student’s planning and placement team (“PPT”), but in no case later than ten (10) school days after the recommendation for expulsion or the suspension that constitutes a change in placement was made.  
The student’s PPT shall consider the relationship between the student’s disability and the behavior that led to the recommendation for expulsion or the suspension which constitutes a change in placement, in order to determine whether the student’s behavior was a manifestation of his/her disability.
  - c. If the student’s PPT finds that the behavior was a manifestation of the student’s disability, the Administration shall not proceed with the recommendation for expulsion or the suspension that constitutes a change in placement.
  - d. If the student’s PPT finds that the behavior was not a manifestation of the student’s disability, the Administration may proceed with the recommended expulsion or suspension that constitutes a change in placement.
  - e. During any period of expulsion, or suspension of greater than ten (10) days per school year, the SBPLA Administration will work with the responsible LEA to provide the student with an alternative education program in accordance with the provisions of the IDEA.
  - f. When determining whether to recommend an expulsion or a suspension that constitutes a change in placement, the building administrator (or his or her designee) should consider the nature of the misconduct and any relevant educational records of the student.

3. Transfer of IDEA Students for Certain Offenses:

School personnel may transfer an IDEA student to an appropriate interim alternative educational setting for not more than forty-five (45) school days if the student:

- a. Was in possession of a dangerous weapon, as defined in 18 U.S.C. 930(g)(2), as amended from time to time, on school grounds or at a school-sponsored activity, or
- b. Knowingly possessed or used illegal drugs or sold or solicited the sale of a controlled substance while at school or at a school-sponsored activity; or
- c. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function.

The following definitions shall be used for this subsection XII. C.

- i. Dangerous weapon means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2.5 inches in length.
- ii. Controlled substance means a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act, 21 U.S.C. 812(c).
- iii. Illegal drug means a controlled substance but does not include a substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or under any other provision of federal law.
- iv. Serious bodily injury means a bodily injury which involves: (A) a substantial risk of death; (B) extreme physical pain; (C) protracted and obvious disfigurement; or (D) protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

M. Procedures Governing Expulsions for Students Identified as Eligible under Section 504 of the Rehabilitation Act of 1973 (“Section 504”)

1. Except as provided in subsection B below, notwithstanding any provision to the contrary, if the Administration recommends for expulsion a student identified as eligible for educational accommodations under Section 504 who has violated any rule or code of conduct of the school district that applies to all students, the following procedures shall apply:
  - a. The parents of the student must be notified of the decision to recommend the student for expulsion.
  - b. The district shall immediately convene the student’s Section 504 team (“504 team”) for the purpose of reviewing the relationship between the student’s disability and the behavior that led to the recommendation for expulsion. The 504 team will determine whether the student’s behavior was a manifestation of his/her disability.
  - c. If the 504 team finds that the behavior was a manifestation of the student’s disability, the Administration shall not proceed with the recommended expulsion.
  - d. If the 504 team finds that the behavior was not a manifestation of the student’s disability, the Administration may proceed with the recommended expulsion.

2. The SBPLA Governing Board may take disciplinary action for violations pertaining to the use or possession of illegal drugs or alcohol against any student with a disability who currently is engaging in the illegal use of drugs or alcohol to the same extent that such disciplinary action is taken against nondisabled students. Thus, when a student with a disability is recommended for expulsion based solely on the illegal use or possession of drugs or alcohol, the 504 team shall not be required to meet to review the relationship between the student's disability and the behavior that led to the recommendation for expulsion.

N. Procedures Governing Expulsions for Students Committed to a Juvenile Detention Center

1. Any student who commits an expellable offense and is subsequently committed to a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement for such offense may be expelled by the SBPLA Governing Board in accordance with the provisions of this section. The period of expulsion shall run concurrently with the period of commitment to a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement.
2. If a student who committed an expellable offense seeks to return to a school district after participating in a diversionary program or having been detained in a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement and such student has not been expelled by the board of education for such offense under subdivision (A) of this subsection, the Board shall allow such student to return and may not expel the student for additional time for such offense.

O. Other Considerations

1. If a student is expelled, notice of the expulsion and the conduct for which the student was expelled shall be included on the student's cumulative educational record. Such notice, except for the notice of an expulsion of a student based on possession of a firearm or deadly weapon, shall be expunged from the cumulative educational record by the SBPLA Governing Board if the Board determines that the student's conduct and behavior in the years following such expulsion warrants an expungement or if the student graduates from high school.
2. If a student's expulsion is shortened or the expulsion period waived based upon the fact that the student was expelled for the first time, had never been suspended, and successfully completed a Board specified program and/or met other conditions required by the Board, the notice of expulsion shall be expunged from the cumulative educational record if the student graduates from high school or, if the Board so chooses, at the time the student completes the Board specified program and meets any other conditions required by the Board.
3. The Board may adopt the decision of a student expulsion hearing conducted by another school district provided such Board of Education held a hearing pursuant to C.G.S.10-233d(a). Adoption of such a decision shall be limited to a determination of whether the conduct which was the basis for the expulsion would also warrant expulsion under the policies of this Board. The student shall be excluded from school pending such hearing. The excluded student shall be offered an alternative education opportunity in accordance with item K above.
4. Whenever a student against whom an expulsion hearing is pending withdraws from school and after notification of such hearing but before the hearing is completed and a decision rendered, (1) notice of the pending expulsion hearing shall be included on

the student's cumulative educational record and (2) the Board shall complete the expulsion hearing and render a decision.

5. A student expelled for possession of a firearm, deadly weapon, dangerous instrument or martial arts weapon shall have the violation reported to the local police department.
6. The period of expulsion shall not extend beyond a period of one calendar year. A period of exclusion may extend into the next school year.
7. An expelled student may apply for early readmission to school. Such readmission shall be at the discretion of the SBPLA Governing Board or their designee such as the SBPLA Principal. Readmission decisions shall not be subject to appeal to the Superior Court. The Board or Principal, as appropriate, may condition such readmission on specified criteria.
8. Any student who commits an expellable offense and is subsequently committed to a juvenile detention center, The Connecticut Juvenile Training School or any other residential placement for such offense may be expelled by the SBPLA Governing Board. The period of expulsion shall run concurrently with the period of commitment to a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement.
9. Where a student withdraws from school after having been notified that an expulsion hearing is pending, but before a decision has been rendered by the Board, the notice of the pending expulsion hearing shall be included on the student's cumulative record and the Board shall complete the expulsion hearing and render a decision. If the Board subsequently renders a decision to expel the student, a notice of the expulsion shall be included on the student's cumulative record.

P. Compliance with Documentation and Reporting Requirements

1. The SBPLA Governing Board shall include on all disciplinary reports the individual student's state-assigned student identifier (SASID).
2. The SBPLA Governing Board shall report all suspensions and expulsions to the State Department of Education.
3. If the SBPLA Governing Board expels a student for sale or distribution of a controlled substance, the Board shall refer such student to an appropriate state or local agency for rehabilitation, intervention or job training and inform the agency of its action.
4. If the SBPLA Governing Board expels a student for possession of a deadly weapon or firearm, as defined in Conn. Gen. Stat. §53a-3, the violation shall be reported to the local police.

*d. Pursuant to [Public Act 23-167](#), explain how the proposed school will incorporate the new restorative practices policy into the code of conduct.*

As outlined in the drafted policy section c, above, the objectives and guidelines of the policy prioritize Restorative Practices. Each advisor and teacher at SBPLA will be empowered to create a positive classroom climate in their respective spaces. In order to do this, a tiered approach will be implemented.

Foundational Tier - Establishing Proactive Conditions for a Positive School Climate

At the foundational level, advisors will facilitate activities within their advisories to positively develop climate. These include activities that promote communication, problem solving, critical



thinking and trust building as well as the five CASEL core SEL competencies of self-awareness, self-management, social-awareness, relationship skills, and responsible decision making<sup>6</sup>.

Developing interest boards is a strategy that can be used for students to see how their personal interests overlap. A large component of the foundation tier is implementing circles as routine of each advisory. This can include circles with, but not limited to the following purposes:

- Check-ins
- Celebrations
- Reflection
- Pick Me Up (start of the day/week circle)
- Kick Me Out (end of the day/week circle)

### Tier 1

At the tier 1 level, advisors can employ general practices that get students thinking about what can contribute to improving the climate of their advisory as well strategies for all to improve reflection when things or incidents impact climate. These may include, but are not limited to:

- Reflection sheets based on restorative questions
- Problem solving circles
- Restorative circles
- Student-led circles
- Do now circles
- Closing circles

Addressing situations with restorative questions and affective statements is appropriate at this level. This can not only serve as opportunities to reflect for growth, but also use restorative language when redirecting students.

If Tier 1 strategies fail to improve the behavior and/or repair harm, teachers will then move to Tier 2.

### Tier 2

This tier is utilized for specific situations that require repair to be harmed. This can be amongst a group of students, two students, student and adults or other combinations. Restorative circles at this tier, help parties involved come to consensus on what happened, how it made them feel, who/what it impacted and how it can be repaired. Structure practices at this level can include:

### Tier 3

This is the most intensive tier and often includes a restorative conference. This formalized use of restorative practices including questions and reflections as well as culminating agreements. The agreements developed can be shaped as safety plans, engagement plans, or behavior plans. The learning team usually is involved in tier 3 restorative work.

If situations at this tier involve formal discipline, it can also involve re-entry restorative conferences and reflections to assist students in their transition back from suspension.

Monitoring is an important component of tier 3 to ensure successful reintegration and prevent reoccurrence.

In summary, this tiered approach to supporting student behavior through restorative practices will be continuously developed and enhanced through professional development, comprehensive data

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<sup>6</sup> [CASEL Framework](#)

tracking, and systematic improvement. All staff members will receive training in restorative practices, encompassing the underlying philosophy, facilitation skills, and conflict resolution strategies. To monitor progress and identify trends, a data tracking system will be implemented to record student behavior, interventions, and outcomes. SBPLA is committed to regularly reviewing and evaluating the tiered system to ensure its effectiveness in meeting the evolving needs of the school community and its alignment with restorative principles.

## **6. Human Resource Policies**

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

SBPLA will use a rigorous process for the recruitment, screening, and selection of staff. The school will seek highly qualified, passionate professionals who are committed to the unique mission, vision, and philosophy of Big Picture Learning. The Governing Council will hire, evaluate, and oversee the work of the principal, who will have the authority to recruit, hire, evaluate, and manage SBLA's staff. BPLA plans a robust process to guide the hiring process, as outlined below.

Applications for employment will be accepted online, in person, and by mail (standard and electronic). As an equal opportunity employer, SBLA will adhere to CSDE's Affirmative Action Plan, with consideration for ensuring equity and excellence. SBPLA will employ staff on the basis of their qualifications, competencies, education, experience, records of accomplishment, interview, references, and other criteria relevant to the posted job description(s). The decision to extend an offer of employment thus will be based on merit in alignment with the staffing needs of the school and its student body. SBPLA will never 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.

SBPLA will explicitly embrace diversity and will establish and implement all personnel policies and procedures with the aim to attract, recruit, and hire candidates with an array of talents, experiences, and diverse backgrounds. Discrimination and harassment will not be tolerated at SBPLA, and any individual who violates the school's human resources policies will be subject to immediate disciplinary action, which may include termination.

The principal will be hired by the Governing Council upon charter approval. The Governing Council may choose to use a hiring firm to guide the appointment of the initial leader or may establish a committee to lead the process and recommend a final candidate to the full Governing Council for approval. Candidates will be asked to participate in activities such as the submission of professional credentials and references, evidence of success in supporting student achievement, interviews with various stakeholders, and a comprehensive background check. SBPLA's foundational principal job description is included in this application as Appendix C. The Governing Council will hold a vote, and the appointment of the principal will be secured with an affirmative majority.

Similarly, SBPLA will establish clear processes to guide the principal in the appointment of leaders and other school staff. Job descriptions will be detailed and widely disseminated, and candidates will be hired with consideration to the specific criteria outlined in those descriptions. Activities used to screen candidates and make offer decisions may include interviews,

demonstration lessons, a review of professional credentials and references, and a comprehensive background check. Throughout these processes the principal will communicate with the Governing Council and will offer members the opportunity to share input and ideas. Candidates who are successful will be offered formal hiring letters. Please also refer to the advisor/teacher job description included in Appendix D for additional details regarding the criteria to be used to evaluate potential instructional staff. In subsequent years, the principal will be able to appoint a hiring committee, at their discretion, to support the process of recruiting and hiring additional staff members.

Candidates who are not selected will be respectfully informed. Prior to any employee's formal appointment, SBPLA will review appropriate documentation of licensure and identification, relevant records, and will require each candidate to submit to a state and national criminal history background check.

SBPLA employment will be "at will" and both employees and the employer will have the right to terminate employment as needed. Any employee voluntarily terminating employment will be asked for a letter documenting the effective date of their resignation. The school will request two weeks notice in these situations. When a member of the leadership team resigns, the principal will share the resignation letter with the Governing Council, who will have the authority to request immediate resignation. Should the principal decide to resign, the Governing Council will have the discretion to determine if such resignation is accepted prior to the date indicated in the letter. Employees will be paid for time worked and will be required to return SBPLA property upon leaving.

SBPLA will be a high quality school and will invest in the success of employees; support will be granted to employees to help each member of the staff succeed. At will employees may be terminated at any time with or without notice and SBPLA will exercise this prerogative under certain circumstances, such as if there is a breach of any policies, laws, regulations, or safety standards under which the school operates. A comprehensive employee handbook will be developed which will explain such policies clearly. Employees will have the right to due process. In accordance with federal law, SBPLA will allow employees and their dependents to temporarily maintain health insurance coverage with COBRA. Human resource policies, expectations, and procedures will be kept current in a comprehensive employee handbook which will be provided to employees upon hire and updated when changes are made. When an employee separates from SBPLA, whether voluntarily or involuntarily, an exit interview will be held, and procedures will be reviewed for clarity and transparency purposes.

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

SBPLA will employ a principal, teachers and support staff in alignment with the school's mission and model. Teachers will serve as advisors. Please reference the budget workbook for details and assumptions related to anticipated staffing. The intended goal is to maintain a ratio of 15 students to 1 advisor.

*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.*

SBPLA will establish a rigorous recruitment, screening, and selection process to ensure the

appointment of a highly qualified, certified staff with the requisite qualifications to meet performance expectations. By reaching a broad and diverse pool of applicants through rigorous and effective recruitment strategies, SBPLA will ensure the appointment of a diverse and high-quality team of teachers and support staff. Recruitment strategies will be dynamic and will evolve as needed, and may include: widespread media advertisements (electronic, newspapers, flyers, and educational journals); postings at local universities and teacher preparation programs; teacher recruitment fairs; social media (Facebook, LinkedIn, Twitter, etc.); school website; electronic job search engines; leveraging personal and professional relationships, contacts, and networks; district newsletters; radio advertisements; and local, regional, and national charter organizations. Further, SBPLA will pursue relationships with institutions of higher education, particularly those with teacher, administrator, and social worker programs, in order to reach both alumni and aspiring educators.

SBPLA will promote diversity through targeted recruitment strategies, such as utilizing traditional and social media in a manner that reaches diverse communities, posting flyers throughout various neighborhoods and businesses, networking and collaborating with organizations such as the NAACP, the Urban League of Southern Connecticut, and the Greater Stamford Hispanic Chamber of Commerce. Staff will also pursue participation in a board and diverse range of hiring fairs. SBPLA will comply with federal, state, and local requirements for hiring staff (including certification requirements) and will not discriminate in hiring, employment, contracting, or retention of staff on the basis of race, sex, age, religion, disability, or other reasons prohibited by law. SBPLA's recruitment efforts will focus on identifying candidates who are passionate about the school's mission, vision, and philosophies.

The School will provide multiple incentives to retain its faculty. The School will cultivate a small professional learning community where every student and staff member is part of a special family. Every SBPLA staff member will feel valued and supported as they grow personally and professionally. The school will offer meaningful incentives to staff and will intentionally cultivate a professional environment where the contribution of each person is recognized and appreciated. By maintaining a high-quality professional environment, SBPLA will be supporting retention. Staff will be provided opportunities to grow their leadership skills and capacity on a regular basis, both inside and outside of the classroom. SBPLA will also seek to promote from within whenever possible and appropriate. If the budget can sustain such incentives, teachers will receive stipends for assuming roles and responsibilities beyond the scope of teaching and SBPLA will seek to offer fringe benefits such as tuition support and paid registration fees for attendance at workshops and conferences for all staff. Further, employees may be eligible for performance-based bonuses. All of these strategies will be considered, again within the context of the budget, with the aim of ensuring SBPLA is able to help staff members continually increase and improve their skill sets, which will ultimately benefit the students they serve.

Ongoing professional development is vital to helping staff develop and grow, and ultimately this ensures students benefit from strong and consistent instructional practices. Staff will be provided orientation and training prior to each new school year starting, followed by continual coaching and development throughout the year. Teachers will be supported and developed through differentiated professional development. Teachers will be expected to complete up to 200 hours of professional growth each year, including graduate coursework, online courses, participation in educational conferences, attendance at external workshops, and additional degree or licensing programs. Multiple hours will be offered in-house featuring targeted trainings to help build leadership capacity in the staff, qualified through activities such as mentoring other teachers,

providing workshops for parents/guardians, creating exemplar instructional materials and curricular supports, creating and/or leading enrichment activities for students, and planning activities to increase parent engagement. Such activities may be coordinated individually, or as a content or grade level team. Teachers will meet individually with the leadership team specific to their professional growth plans to establish goals and receive support.

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

SBPLA's founders plan to use an approach that has proven successful for Stamford Charter School for Excellence. SBPLA will operate with integrity as an equal opportunity employer, and will employ staff on the basis of their qualifications, competencies, education, experience, records of accomplishment, and references from previous employers. Employment decisions will be based on merit and school needs. SBPLA will comply with all federal, state, and local regulations and requirements for hiring personnel. SBPLA will never 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, discrimination or harassment will not be tolerated within SBPLA in any form.

SBPLA will embrace the wonderful benefits of diversity and will seek to attract, recruit, and retain candidates with an array of talents, experiences, and backgrounds. SBPLA will recruit and identify an initial pool of candidates for all school-based positions, using the criteria and qualifications detailed in transparent job descriptions, and will recruit through a variety of means previously described. SBPLA will hire the most qualified candidates and will intentionally ensure the candidate pool reflects a diverse demographic. The school will frequently evaluate implemented processes for attracting a qualified and diverse pool of applicants. The principal will ensure careful documentation is kept regarding which recruitment strategies yielded the top talent, particularly those that appealed to racially and ethnically diverse candidates. The SBPLA Governing Council will request disaggregated data from the principal during school evaluation exercises to analyze and respond to trends among applicants, candidates offered employment, and retention of staff.

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

Personnel Contracts: SBPLA employment will be "at will". Offer letters will be used to hire for each position and will articulate the terms of employment, position for which the individual is hired, and the proposed salary. At will contracts will be accompanied by job descriptions and the employee handbook and other relevant manuals, which will provide specific information regarding the schools policies and procedures pertaining to employment. At will employment allows both employee and employer the right to sever employment as needed. At will employees may be terminated at any time with or without notice. SBPLA will exercise this prerogative in the event that there is a breach of any policies, laws, regulations, or standards under which the school operates. Terminated staff members will have the right to a due process hearing with the Governing Council, and exiting staff will be asked to participate in an exit interview. SBPLA will adhere to applicable state and federal laws and will have contracts reviewed by outside legal counsel annually, with revisions adopted as necessary.

Salaries: Salaries will be commensurate with experience, education levels, and position. Depending on the availability of funds, SBPLA will also use stipends for teachers who assume additional responsibilities beyond the scope of the instructional program. The salary scale will be transparent and competitive with Stamford Public Schools.

Benefits: Full-time employees 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 grows to scale, SBPLA will seek to provide support with degree advancement with partial/full tuition reimbursement. Teachers may also qualify for merit bonuses for outstanding performance. SBPLA will seek to raise funds through grants and other fundraising activities to allow for these supports to be offered.

Standard Deductions: As mandated by law, employees will have the standard requisite deductions from each paycheck that include state and federal income taxes and contributions to Social Security. The budget will reflect other deductions such as FICA, Medicare employer, state unemployment, state disability, and worker's compensation insurance. Whereas non-certified employees will contribute to Social Security, all certified employees will make contributions to the Connecticut Teacher Retirement System. All deductions will be noted on each paycheck stub that employees receive, 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 employees. Any court-mandated deductions such as child support will be documented on pay stubs and employees with such deductions will be notified.

Affirmative Action: SBPLA will be an equal opportunity/affirmative action employer. Upon approval, SBPLA will develop an Affirmative Action Plan and will 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. Individuals who violate these policies will be subject to immediate disciplinary action, which may include termination of employment. SBPLA will embrace diversity will strive to attract, recruit, hire, and retain candidates with an array of talents, experiences, and backgrounds.

- f. *Discuss how the proposed school will evaluate teachers and administrators. Explain how the school will implement the Connecticut Guidelines for Educator Evaluation by: (1) indicating that the governing council intends to adopt the [Connecticut Guidelines for Educator and Leader Evaluation and Support](#) 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.*

SBPLA will establish a Professional Development and Evaluation Committee (PDEC). The PDEC will support the development and adoption of a formal educator evaluation and support program. The PDEC will consider the CT Guidelines 2023 and PDEC guidance documents, as these together provide a framework for districts and schools to use to develop plans which meet requirements and result in innovative plans. The PDEC will also consider exemplar models endorsed by the State Board of Education. Thus, the basic approach outlined here is a starting point, and the final adopted evaluation approach may look slightly different than what is described. SBPLA plans to draw inspiration from the Danielson Framework for Teaching and Learning and the Marshall evaluation system for promoting leadership development, in addition to state resources. This type of model has worked well for the Stamford Charter School for Excellence. Our final versions will reflect SBPLA's design and professional culture.

Teachers will meet individually with the principal at the beginning of the school year to establish professional growth plan goals. In addition to school-wide goals, teachers will develop specific and individual instructional and learning goals. Goals and progress will be carefully monitored and documented. As the year progresses, teachers and the principal will meet formally to assess progress towards established goals and to update plans to ensure success. The principal will conduct at least two formal observations and will provide verbal and written feedback after each. Throughout the year, the principal will also conduct multiple informal observations. Observations of practice will be the primary source of performance evaluation and will heavily consider a variety of factors, based on the Danielson Framework, which examines performance within four domains: Planning and Preparation; The Classroom Environment; Instruction; and, Professional Responsibilities. Each domain is further subdivided into multiple components and indicators of effective teaching practice. Teachers will be rated on a four-point "HEDI" scale: Highly Effective, Effective, Developing, and Needing Improvement. Prior to each formal evaluation and throughout the year, teachers will be asked to conduct a self-evaluation to promote reflection of practice. Annual results will be a cumulative assessment of student achievement and progress, performance based on observations of practice, and feedback from the school leaders. SBPLA will maintain achievement data and will use a software program to document formal and informal staff observations and feedback. Together, these methods will allow the leadership team to monitor correlations between student achievement and teacher effectiveness in order to inform individualized professional development.

The principal will be evaluated by the Governing Council, which may appoint a committee or hire a consultant to facilitate the process. The principal similarly establishes performance goals at the beginning of the year, is formally evaluated at the conclusion of the year, and benefits from ongoing progress meetings throughout the school year. Observations of leadership practice are based on the Marshall system for Principal Evaluation. The rubric consists of six domains that summate various aspects of a principal's performance. They include: Strategy; First Things First; Curriculum and Data; Talent Development; Culture; and, Management. Each domain is further subdivided into several indicators of effectiveness, also known as actions or manifestations of leadership qualities. The principal will be observed and evaluated along a four-point scale. As with the teacher evaluations, principal appraisals are accompanied by self-reflection and self-evaluation. This helps to promote a reflective process of performance and allows for the engagement in dialogue. Principal performance evaluations will be primarily based on ratings aligned with the Marshall Evaluation tool, as well as student achievement outcomes.

## 7. Child Day Care Services

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

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

This response is not applicable for the SBPLA proposal.

## 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.*

The health office will maintain a comprehensive student health file for each student, including items such as results of vision or hearing screenings, physical examinations, immunization records, and any health information provided by the parent which the school may need. SBPLA will maintain a full-time nurse. Pursuant to Connecticut General Statutes §10-212, the nurse will safeguard and manage health services to the students. The certified nurse will meet licensing and background check requirements, and will ensure the school's compliance with all state health services requirements. The nurse will be responsible for administering all medications pursuant to C.G.S. §10-212a, maintaining and safeguarding health records, ensuring the safe operation and inspection of all appropriate medical equipment such as defibrillators, blood pressure cuffs, and otoscopes, and will provide first aid and responsive medical care within the scope of the clinician's practices. SBPLA will employ at least one other administrator and one staff member trained in CPR, emergent allergy/asthma treatments (such as EpiPen and nebulizer.), and the safe distribution of medications. The nurse will maintain thorough records documenting activities such as medication dispensing, medical care, screenings, contact with legal guardians, and any other related actions. Additionally, the nurse will be asked to conduct and coordinate staff training on identifying and reporting suspected abuse and/or neglect.

Upon enrollment, SBPLA will provide all families with the appropriate medical health forms as a part of the enrollment packets and parents will be required to provide proof of immunizations and health screenings prior to the start of the school year. The nurse will review all documentation to ensure proper completion and compliance. The nurse will safeguard all medical records in a locked cabinet and a locked refrigerator will also be provided for medication. 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 new school with authorization from the legal guardian.

## IV. SCHOOL VIABILITY

### 1. Building Options

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



- 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.*

SBPLA will share space in Cloonan Middle School, located at 11 West North Street in Stamford. SPS currently uses this facility as an active location. As SBPLA scales during the first charter term it will use classrooms and shared spaces in alignment with the proposed enrollment configuration, culminating in the use of an entire floor when the school reaches full capacity.



The following facilities projects have concluded or are scheduled for completion prior to SBPLA's anticipated approval. Some of the updates listed below are capital projects managed by the City of Stamford.

**Cloonan Middle School Facilities Projects**

*(Updated February 2024)*

<b>Project in Process:</b>	<b>Anticipated Start Date</b>	<b>Impact of Project</b>
Window air-conditioning	Fall 2023	Work is related to improved air quality and circulation (AC/Heat/Circulation system)
Additional security cameras	Spring 2024	Prioritizing the safety and well-being of our students, staff and facilities, four new security cameras (2 interior/2 exterior) are being added.
Electronic door control for exterior doors*	Summer 2024	Prioritizing the safety and well-being of our students, staff and facilities, keyless entry solutions are being added to all school facilities as part of our district-wide adoption of integrated security systems.
Controls upgrade project	Summer 2025	Project seeks to replace existing pneumatic control system with new open protocol digital controls.
<b>Completed Projects:</b>		
major summer cleaning	Summer 2023	Over the summer all school buildings underwent their major summer cleaning (deep clean of all major educational spaces - furniture and fixtures are removed from all classrooms, the floors/walls are deep cleaned and then the roos are restaged).

Source: <https://www.cloonanms.org/about-our-school/facilities-update>



## 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: [budget worksheet](#). 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. Present a pre-opening budget statement detailing estimated start-up activities that are not reflected in the projected five-year budget statement. To provide a full understanding of the statement, please include a budget narrative explaining the projected amounts reported in the budget by line item and by year.

The pre-opening budget statement detailing start-up activities in regards to revenues and expenditures can be found within the Financial Plan template on the 'Pre-Opening Budget Statement' tab. Included in the 'Pre-Opening Budget Statement' are detailed line-by-line descriptions to help provide a full and clear understanding of the school's intentions in preparation leading up to Year One of operations.

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

The projected five-year budget statement detailing the estimated financial activity of the proposed school for the first five years of operation in regards to revenues and expenditures can be found within the Financial Plan template on the 'Projected 5 Yr Budget Statement' tab. Included in the 'Projected 5 Yr Budget Statement' are detailed line-by-line descriptions to help provide a full and clear understanding of the school's intentions for the first five years of operation.

- c. Present a projected cash flow statement for year one of operation to show the estimated movement of funds in and out of the proposed school for year one of operation. The

*statement must include a plan for funding cash flow shortfalls. The statement should indicate an understanding of when grant funds will be available.*

The projected cash flow statement detailing the estimated movement of funds in and out of the proposed school for Year 1 of operation in regards to revenues and expenditures can be found within the Financial Plan template on the ‘Cash Flow Schedule’ tab.

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

N/A – School does not intend to borrow any funds.

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

School staffing and programmatic needs will be presented by the Principal, Finance Manager and Director of Operations and discussed at monthly Board meetings throughout the school year. At each meeting, the state of the school’s financial position will be presented to the full Board for review and discussion.

The budget is monitored for accuracy on a monthly basis by comparing actual expenses to the pro-rated budgeted amounts, and each expense line item is scrutinized for large variances. This process not only provides the Board and school leadership with frequent feedback on current year performance, but it will also allow the school to budget with greater accuracy in future years. If mid-year modifications to a budget are deemed necessary, the Finance Manager will work to prepare the modified budget, and receive Board approval for the same.

SBPLA has defined a five-year financial plan. Mid-year of each school year, the Board Finance Committee, Principal, Finance Manager and Director of Operations will conduct a series of meetings to analyze the upcoming school year’s budget as outlined in the five-year plan. Adjustments to the upcoming school year’s budget will be made based on staffing and programmatic needs to achieve the proper balance between financial responsibility and providing the best possible education for the students. In the spring of each school year, a revised budget will be presented to the full Board for discussion. The full Board will vote to approve the budget in the June meeting of each school year.

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

The Board of Trustees of SBPLA will use the Fiscal Policies and Procedures (“FPP”). The FPP handbook will ensure the school’s fiscal viability and clean audits every year. The FPP will be

updated to make certain it applies to all laws and standards as they apply to the state of Connecticut.

### **3. Self-Evaluation and Accountability**

- a. Identify clear operational goals at all levels (e.g., school-wide, grade-level, classroom, staff, and student).*

Consistent with charter school best practices, SBPL will establish both academic and nonacademic performance goals to monitor the implementation and outcomes of the school's educational, operational, and financial programs. Standards for student achievement will align explicitly with CCS, SBPL's mission and school model, and Connecticut's requirements for graduation. Upon approval, the SBPL Governing Council, in consultation with leadership, will adopt a data dashboard that will monitor progress toward each of the academic and nonacademic goals, with both year-end and progress benchmarks to facilitate ongoing accountability and decision making.

The data dashboard will be presented and discussed at each Governing Council meeting. The dashboard report will include: student achievement data on multiple assessments; with data aggregated and disaggregated by grade level and subgroups (i.e. students identified as low income, special education, English Learners, and racial/ethnic groups); enrollment data, retention rates (students and staff), and waiting list figures (aggregated and disaggregated); average daily attendance rates; disciplinary data; and feedback and results from student, staff, and parent surveys. Each month SBPL will also utilize compliance data; financial reports; revenue versus expense reports; fundraising and capital campaign updates; and information regarding external and community relations to support discussions and drive decision making. As SBPL's enrollment and grade configuration scales, metrics will be added to monitor graduation rates, college- and career-readiness indicators, mission specific goals (such as internship completion rates) and rates of admission into colleges, career training programs, various professions, and any other relevant data. The data dashboard will be used by leaders to support instruction and drive curriculum refinement, and by the Governing Council to support accountability.

Teachers and Advisors will be provided data on a frequent basis to identify trends within their classrooms and at the student level. SBPL will monitor metrics that align with standards for student achievement per the CCSS to ensure each student has been provided a solid foundation to support their next steps upon graduation. Data will be tracked to include all aspects of student learning to ensure the holistic growth of each child. Teachers and Advisors will use data to inform instruction, adjust social-emotional supports provided, make short-term adjustments to the curriculum, pacing, and instructional practices, identify opportunities aligned to the SBPL mission, and support conversations with students and families.

- b. Describe the school's self-assessment or evaluation systems of accountability for all stakeholders 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.*

The SBPL Governing Council will utilize a self-evaluation process to support accountability. At least once annually, the Governing Council will complete a self-assessment tool designed to maximize accountability routines in alignment with the charter agreement. This practice is

implemented by high-functioning charter schools across the country and is considered a best practice by school operators and authorizers. The Governing Council will reflect on their performance, including relationships with staff, effective oversight of the Executive Leader, the strength of communication routines and collaboration, progress toward meeting academic and non-academic performance goals, fundraising efforts and the school's fiscal health, engagement with stakeholders, and compliance with applicable laws, regulations, the charter agreement, and authorizer requirements.

Further, and as noted above, data will be collected for many academic and non-academic metrics on a frequent and ongoing basis. The regular analysis of student achievement data that are 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. The Governing Council, leaders, and teachers/advisors will maintain high expectations, a culture of support, and systems that support collaboration of key stakeholders devoted to the success of each student. Ongoing data collection and consistent internal routines will be utilized for monitoring and evaluating the school's program with fidelity to ensure that SBPL effectively achieves its mission and goals in service to every student's success.

- c. Identify robust data systems and processes to regularly track leading and lagging indicators of student achievement, student enrollment, and organizational operations and effectiveness.*

SBPLA plans to align data systems and analysis with Connecticut's charter school accountability standards. Key indicators of academic performance, school performance, school climate and culture, finance and fundraising, attendance, student behavior, and staff recruitment and retention will be analyzed and disaggregated. SBPLA plans to 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. These will be reviewed at the governance level, school level, and classroom level.

A comprehensive student information system, such as PowerSchool, will be used as the student information system. The SBPLA team will create training modules and will provide continuous professional development to increase user capacity and ensure the capabilities of the SIS are fully accessible, developed, and utilized daily. This training will ensure the school-based staff can support academic and affective development. They will have access to real time data that includes, but is not limited to, attendance, behavioral trends, grades, and credit acquisition. Leaders, teachers, and advisors will review real-time data to capture immediate challenges (and strengths) in academics and the affective areas. The school will use a system of assessments and metrics to use data to support students and engage families regarding student progress. Specifically, teachers and advisors will be able to run reports and identify patterns with their students, so they know what standards have been effectively taught and which standards need to be retaught. Primary among the skills to be developed in the first year will be the management of gradebooks and the use of data to support teaching and learning. This system, and others such as the accounting system, the operations staff will be able to run reports to enhance overall school functions. These routines will improve communications among school professionals, the Governing Council, and with external stakeholders.

- d. *Presents 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 located.*

SBPLA will maintain a positive relationship with SPS and will seek opportunities to share best practices and participate in joint experiences on an ongoing basis. In addition to holding a seat on the Governing Council for a representative from SPS, the co-lead applicant for SBPLA has discussed plans and strategies for the school with SPS. Upon approval, the founding team will seek to establish regular meetings with SPS to identify specific ways to collaborate and discuss the creation of a calendar and plans for joint experiences. The aim will be to promote continuous dialogue, share best instructional practices, and communicate effectively regarding students’ needs.

#### 4. Timetable

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

The proposal for SBPL anticipates opening in 2025, however, pre-opening activities will be depending upon the timing of funding appropriation decisions by the General Assembly. The following timeline therefore anticipates approximate dates and timeframes for some key pre-opening activities, but these will be adjusted in response to charter approval and funding milestones.

<i>Action</i>	<i>Timeframe</i>	<i>Notes</i>
Community outreach and marketing	Ongoing	Includes a focus on general community awareness, student recruitment, staff recruitment, and building partnerships.
File for 501c3 Tax Exempt Status	Upon initial certificate approval	
Constitute founding Board	Upon initial certificate approval	Elect officers, ratify bylaws, establish working committees, obtain D&O insurance coverage
Board Recruitment	Ongoing	To ensure strong overall succession planning, and to appoint teacher and parent representatives annual
Website Development and Launch	Upon initial certificate approval, updated on an ongoing basis	
Begin to Prepare Facility	Upon funding approval	



Hire Executive Leader	Upon initial certificate approval	
Apply for CSP	Upon initial certificate approval	
Finalize School Policies	Upon initial certificate approval through fall 2025	Consult with legal as needed
Create School-Specific Compliance Calendar	Upon funding approval	
Establish Executive Leader Evaluation Goals	Upon hire	Ensure compliance with required evaluation procedures, align with charter agreement
<b>Financial</b>		
Research and Apply for Grants	Ongoing	
Approve year 1 budget	Upon funding approval (and by June of opening year)	
Apply for Consolidated Title Funds	June-August Year 1	
Establish Financial/Accounting Systems	January-June Year 1	
Establish Bank Accounts	Upon funding approval, or earlier if grants/other funds secured	
Finalize and Approve Benefits and Salaries	Jan.-Feb. prior to Year 1	
Find CPA for Annual Audits	Jan.-Feb. prior to Year 1	
Ensure Financial Systems in Place	Jan.-Feb. prior to Year 1	
<b>Staffing</b>		
Hire Operations Leader, Community Liaisons	October prior to Year 1	
Contract with Financial Services Firm	January prior to Year 1	Or earlier, depending on fundraising and other factors
Begin hiring teachers	January prior to Year 1	Finished by June prior to opening
<b>Operations</b>		
Student Recruitment	November-Aug. Year 1	

Hold Lottery (if needed)	April Year 1	
Enrollment Tasks	April-Aug. Year 1	Includes parent outreach, enrollment forms, contact with prior schools, review of student records
Onboarding New Staff	January - Aug. Year 1	
Finalize Transportation Plans	June-August Year 1	
Professional Development	January prior to Year 1 - ongoing	Professional Development includes curriculum work
Prepare Facility	Jan.-June prior to Year 1	
Procurement (furniture, materials, supplies)	January - Aug. Year 1	Also an ongoing task

**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.*

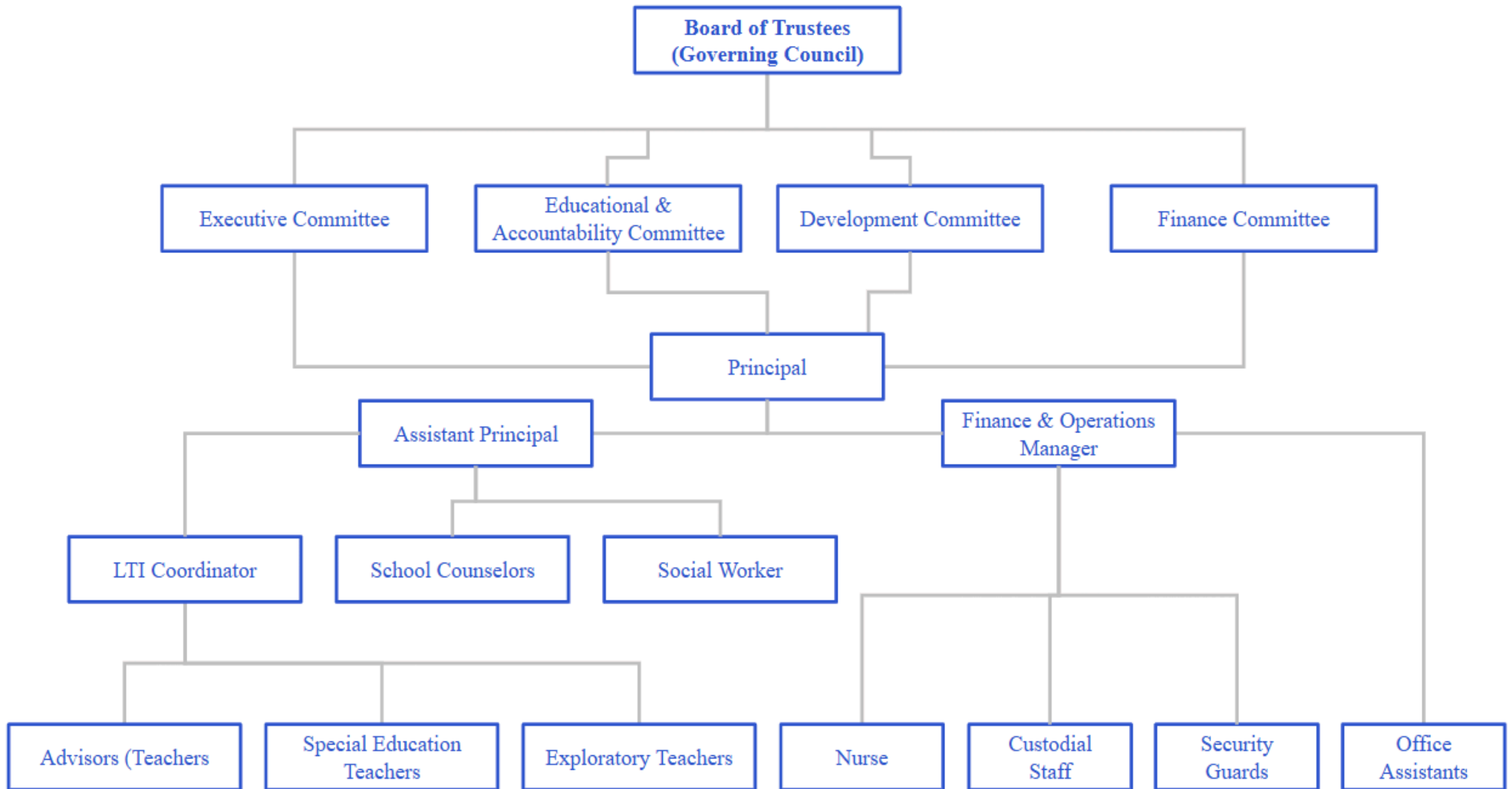
SBPL will request transportation services from Stamford Public Schools.

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# Appendix

**Appendix A - Draft Organizational Chart**



# **DRAFT**

**Stamford Big Picture Learning Academy  
Bylaws**

**November 4, 2024**

Draft

## ARTICLE I

### NAME

The name of the Corporation is the Stamford Big Picture Learning Academy (hereinafter the "Corporation").

## ARTICLE II

### MEMBERSHIP

The Corporation has no members. The rights which would otherwise vest in the members vest in the Directors of the Corporation (hereinafter the "Trustees") of the Stamford Big Picture Learning Academy. Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Trustees then in office or approval by the Board of Trustees (hereinafter the "Board").

## ARTICLE III

### BOARD OF TRUSTEES

A. **Powers.** The Board shall conduct or direct the affairs of the Corporation and exercise its powers, subject to the limitations of the Education Law, Not-for-Profit Corporation Law, the Corporation's Charter and these Bylaws. The Board may delegate the management of the activities of the Corporation to others, so long as the affairs of the Corporation are managed, and its powers are exercised, under the Board's ultimate jurisdiction.

Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these Bylaws, and the following specific powers:

1. To elect and remove Trustees;
2. To select and remove Officers, agents and employees of the Corporation; to prescribe powers and duties for them; and to fix their compensation;
3. To conduct, manage and control the affairs and activities of the Corporation, and to make rules and regulations;
4. To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the Corporation;
5. To carry on the business of operating a charter school and apply any surplus that results from the business activity to any activity in which the Corporation may engage;
6. To act as trustee under any trust incidental to the Corporation's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;
7. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;
8. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities;

9. To lend money received only from private sources and to accept conditional or unconditional promissory notes therefore, whether interest or non-interest bearing, or secured or unsecured; and

10. To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the Connecticut Not-for-Profit Corporation Law and the limitations noted in these Bylaws.

B. **Number of Trustees.** The number of Trustees of the Corporation shall be not less than five (5) nor more than twenty (20). The Board shall fix the exact number of Trustees, within these limits, by Board resolution or amendment of the Bylaws.

C. **Election of Trustees.**

1. **Election.** The Board shall elect the Trustees by the vote of a majority of the Trustees then in office, whether or not the number of Trustees in office is sufficient to constitute a quorum, or by the sole remaining Trustee.

2. **Eligibility.** The Board may elect any person who in its discretion it believes will serve the interests of the Corporation faithfully and effectively, but must be at least 21 years of age.

3. **Interested Persons.** Not more than 49% of the persons serving on the Board may be interested persons. An "interested person" is: (1) any person currently being compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (2) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.

4. **Term of Office.**

a. The Trustees elected or appointed shall be divided into three classes for the purpose of staggering their terms of office. All classes shall be as nearly equal in number as possible.

b. The term of each Trustee shall be for three (3) years.

c. The term of office of a Trustee elected to fill a vacancy in these Bylaws begins on the date of the Trustee's election, and continues: (1) for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a Trustee, or (2) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Trustees authorized.

d. A Trustee's term of office shall not be shortened by any reduction in the number of Trustees resulting from amendment of the Corporation's Charter or the Bylaws or other Board action.

e. A Trustee's term of office shall not be extended beyond that for which the Trustee was elected by amendment of the school's charter or the Bylaws or other Board action.



5. **Time of Elections.** The Board shall elect Trustees at the Annual Meeting and whose terms begin on July 1<sup>st</sup> of the next fiscal year, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.

D. **Removal of Trustees.** The Board may remove a Trustee in accordance with the applicable provisions of the Education Law and the Not-for-Profit Corporation Law.

E. **Resignation by Trustee.** A Trustee may resign by giving written notice to the Board Chair or Secretary. The resignation is effective upon receipt of such notice, or at any later date specified in the notice. The acceptance of a resignation by the Board Chair or Secretary shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Trustee. Any Trustee that shall fail to attend three consecutive meetings either in person, by video-conferencing or by phone, without an excuse accepted as satisfactory by the Board shall be deemed to have resigned, and that vacancy shall be filled.

F. **Vacancies.** A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon declaration of vacancy pursuant to these Bylaws, or upon a Trustee's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Trustees.

G. **Compensation of Trustees.** Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting Corporation business.

#### **ARTICLE IV**

##### **PRINCIPAL OFFICE**

The Corporation's principal office shall be at the following address : or at such other place as the Board may select by resolution or amendment of the Bylaws. The Secretary shall note any change in office on the copy of the Bylaws maintained by the Secretary. There shall be kept at the office of the Corporation correct books of account of the activities and transactions of the Corporation, including a minute book, which shall contain a copy of the Certificate of Incorporation, Charter, a copy of these By-Laws, and all minutes of meetings of the Board of Trustees.

#### **ARTICLE V**

##### **MEETINGS OF THE BOARD**

A. **Place of Meetings.** Board Meetings shall be held at the Corporation's principal office or at any other reasonably convenient place as the Board may designate.

B. **Annual Meetings.** An Annual Meeting shall be held in the month of June of each year for the purpose of electing Trustees, making and receiving reports on corporate affairs, and transacting such other business as comes before the meeting.

C. **Regular Meetings.** Regular Meetings shall be held 5 times throughout the year and other times as the Board determines.

D. **Special Meetings.** A Special Meeting shall be held at any time called by the Chair or in his or her absence, the Vice Chair or senior Trustee, upon written request of three (3) Trustees, or by any Trustee upon written demand of not less than one-half of the entire Board then seated.

E. **Adjournment.** A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.

F. **Notices.** Notices of all Board Meetings to Trustees shall be given as follows:

1. Notice of the time and place of every meeting shall be mailed not less than five (5) nor more than ten (10) days before the meeting to the usual address of every Trustee.

If a Trustee waives notice as set forth below, notice may be provided as follows:

2. Annual Meetings and Regular Meetings may be held without notice to the Board if the Board fixes the time and place of such meetings.

3. Special Meetings shall be held upon four days' notice by first-class mail or 48 hours' notice delivered personally or by telephone, facsimile or e-mail. Notices will be deemed given when deposited in the United States mail, addressed to the recipient at the address shown for the recipient in the Corporation's records, first-class postage prepaid; when personally delivered in writing to the recipient; or when faxed, e-mailed, or communicated orally, in person or by telephone, to the Trustee or to a person whom it is reasonably believed will communicate it promptly to the Trustee.

G. **Waiver of Notice.** Notice of a meeting need not be given to a Trustee who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protest prior to the meeting or at its commencement, of the lack of notice. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the meeting.

## **ARTICLE VI**

### **ACTION BY THE BOARD**

A. **Quorum.** Unless a greater proportion is required by law, a majority of the whole number of the Board of Trustees as fixed by resolution or amendment of these By-laws shall constitute a quorum for the transaction of any business or of any specified item of business.

B. **Action by the Board.**

1. **Actions Taken at Board Meetings.** Except as otherwise provided by statute or by these

Bylaws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. If at any meeting of the Board there shall be less than a quorum present, the Trustees present may adjourn the meeting until a quorum is obtained.

2. Board Participation by Other Means. In all events, a quorum of Trustees must be present to lawfully conduct a Board Meeting of the charter school. To the extent permitted by Article 7 of the Public Officers Law, trustees participating by means of video-conferencing may be counted toward achieving a quorum. Once a quorum is present, additional Trustees may participate in a Board meeting through conference telephone or similar communication equipment, provided that all Trustees participating in such meeting can hear one another and there is no objection from any Trustee or any person in the public audience. Trustees other than in-person or by live video-conferencing shall not vote. Trustees participating by means of video-conferencing shall do so from a place at which the public may attend, listen and observe.

### **C. Committees.**

1. Appointment of Committees. The Board may create committees for any purpose, and the Chair of the Board shall designate the chairs of such committees. Except as set forth below, members of a committee need not be exclusively Trustees. Each committee shall serve at the pleasure of the Board. At each meeting of a committee, a majority of the members of the committee will be present to constitute a quorum. The vote of a majority of the members of a committee present at any meeting at which there is a quorum will be the act of the committee.

2. Standing Committees. A standing committee of the Board will consist of not less than three (3) Trustees, and shall be created by approval of a resolution adopted by a majority of the entire Board. Each standing committee shall serve at the pleasure of the Board. The Principal, and such other individuals as the chair of each standing committee shall designate, shall be non-voting members ex officio of each respective standing committee of the Board. Each standing committee may meet in executive session with only voting members of such committee in attendance. The standing committees of the Board shall be as follows:

Executive Committee. An Executive Committee shall consist of not fewer than five (5) Trustees who shall consist of the Chair, Vice Chair, the Secretary, the Treasurer, and such one or more other members of the Board as may be elected by the Board of Trustees. The Chair shall chair the Executive Committee. The Executive Committee shall have full authority to act between meetings of the Board of Trustees, except to the extent as limited by law or specified by the Board of Trustees. A majority of the members of the Executive Committee shall constitute a quorum for the transaction of its business.

The Executive Committee shall oversee operations of the Corporation, with the assistance of the Principal. The Executive Committee shall also make recommendations with respect to internal governance of the Corporation by providing a review of the adequacy of the Certificate of Incorporation and these By-Laws of the Corporation and recommending to the Board, as conditions dictate, amendments to the Certificate of Incorporation and By-Laws for

consideration by the Board. The Executive Committee shall also be responsible for the periodic

evaluation of the performance of the Principal and be responsible for recommending to the Board reasonable compensation and benefits for the Principal and SBPLA's leadership team. In addition, the Executive Committee shall be responsible for the receipt, retention, investigation and action upon complaints and concerns of Trustees, officers and employees.

Education & Accountability Committee. The Education and Accountability Committee will have and exercise authority of the Board with respect to all academic aspects of the Corporation including, but not limited to, the Corporation's accountability plan and the Corporation's adherence to state academic standards.

Finance Committee. The Finance Committee shall exercise general supervision over the financial affairs of the Corporation including consideration of all proposals referred to the Finance Committee by the Board of Trustees regarding the revenue or the property of the Corporation. The Finance Committee shall exercise supervision over the state of the assets, the debt, the revenue and the receipts and expenditures of the Corporation; report the conditions thereof and render opinion and advice thereon; and also appoint subcommittee(s), if necessary, to carry out any of the Committee's responsibilities and duties. The Finance Committee shall also review the annual budget prepared by management and recommend such budget to the Board of Trustees for approval by the Board; authorize the giving of appropriate receipts for property delivered or debts or moneys paid to the Corporation; and authorize the sale, assignment, transfer or other distribution of any stocks, bonds, mortgages or other securities in the name of the Corporation upon such terms and in such a manner as may be deemed advisable.

The Finance Committee shall prescribe from time to time the place and manner of safekeeping of the investments of the Corporation, including the manner of access thereto and withdrawal thereof; authorize the deposit of moneys in banks or trust companies approved by the Committee and to prescribe the manner of withdrawals of such moneys; and to authorize the borrowing of money by the Corporation.

Development Committee.

Development committee will guide the schools' fundraising goals based on an annual strategic plan. The strategic plan can include a capital plan to lease, purchase or renovate facilities, establish goals to supplement operating revenues to enhance programming, and prepare events to actively fundraise.

3. Special Committees. The Board may appoint special committees. Special committees will have only the powers specifically delegated to them by the Board. The members of special committees shall be appointed by the Chair of the Board with the consent of the Board. In the absence or disqualification of a member of a special committee, the member or members thereof present at any meeting and not disqualified from voting, whether or not such person or persons constitute a quorum, may unanimously appoint another director to act at the meeting in place of any such absent or disqualified member.

4. Committees of the Corporation. The Board may create one or more committees other than standing or special committees, which will be committees of the Corporation to carry out such functions as the Board may specify and as permitted by law. Such committees may be

elected or appointed in the same manner as officers of the Corporation.

5. **Authority of Committees.** The Board may delegate to a Board committee any of the authority of the Board, except with respect to:
  - a. The election of Trustees;
  - b. Filling vacancies on the Board or any committee of the Board;
  - c. The fixing of Trustee compensation for serving on the Board or on any committee;
  - d. The amendment or repeal of Bylaws or the adoption of new Bylaws;
  - e. The appointment of other Board committees, or the members of the committees, and
  - f. The amendment or repeal of any resolution of the Board which by its terms shall not be so amendable or repealable.
6. **Procedures of Committees.** The Board may prescribe the manner in which the proceedings of any Board Committee are to be conducted. In the absence of such prescription, a Board Committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the Committee are governed by the provisions of these Bylaws with respect to the calling of meetings, and in accordance with the State Open Meetings Law.

#### **D. Standard of Care**

1. **Performance of Duties.** Each Trustee shall perform all duties of a Trustee, including duties on any Board committee, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.
2. **Reliance on Others.** In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:
  - a. One or more Officers or employees of the Corporation whom the Trustee believes to be reliable and competent in the matters presented;
  - b. Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or
  - c. A Board Committee on which the Trustee does not serve, duly designated in accordance with a provision of the Corporation's Charter or Bylaws, as to matters within its designated authority, provided the Trustee believes the Committee merits confidence and the Trustee acts in good faith, and with that degree of care specified in Section D.1., and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.
3. **Investments.** In investing and dealing with all assets held by the Corporation for investment, the Board shall exercise the standard of care described above in Section D.1. and shall consider among other relevant considerations the long- and short-term needs of the Corporation in

carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board.

E. **Rights of Inspection.** Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

F. **Participation in Discussions and Voting.** Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a self-dealing transaction; (b) a conflict of interest, (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees then present.

G. **Duty to Maintain Board Confidences.** Every Trustee has a duty to maintain the confidentiality of all Board actions which are not required by law to be open to the public, including discussions and votes which take place at any Executive Sessions of the Board. Any Trustee violating this confidence may be removed from the Board.

## **ARTICLE VII**

### **OFFICERS**

A. **Officers.** The Officers of the Corporation consist of a President (hereinafter "Chair"), Vice President (hereinafter "Vice Chair"), a Secretary and a Chief Financial Officer (hereinafter "Treasurer"). The Corporation also may have such other officers as the Board deems advisable.

1. **Chair.** Subject to Board control, the Chair has general supervision, direction and control of the affairs of the Corporation, and such other powers and duties as the Board may prescribe. If present, the Chair shall preside at Board meetings.

2. **Vice Chair.** If the Chair is absent or disabled, the Vice Chair shall perform 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 Board may prescribe.

3. **Secretary.** The Secretary shall: (a) keep or cause to be kept, at the Corporation's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the Corporation's Charter and Bylaws, with amendments; (c) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and (d) have such other powers and perform such other duties as the Board may prescribe.



4. **Treasurer.** The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the Corporation's properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the Corporation's monies and other valuables in the Corporation's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the Corporation's funds as the Board directs; (e) render or cause to be rendered to the Chair and the Board, as requested but no less frequently than once every fiscal year, an account of the Corporation's financial transactions and financial condition; (f) prepare or cause to be prepared any reports on financial issues required by an agreement on loans; and (g) have such other powers and perform such other duties as the Board may prescribe.

**B. Election, Eligibility and Term of Office.**

1. **Election.** The Chair shall nominate and the Board shall elect the Officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.

2. **Eligibility.** A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chair.

3. **Term of Office.** Each Officer serves at the pleasure of the Board, holding office until resignation, removal, or disqualification from service, or until his or her successor is elected.

C. **Removal and Resignation.** The Board may remove any Officer, at any time in accordance with the Education Law. Such removal shall not prejudice the Officer's rights, if any, under an employment contract. Any Officer may resign at any time by giving written notice to the Chair, the resignation taking effect upon receipt of the notice or at a later date specified in the notice.

**STAFF**

A. **Principal.** The Board may employ a Principal who will be charged with the administrative and executive management of the affairs of the Corporation and such other powers and the performance of such other duties as the Board may delegate, subject to oversight by the Board.

B. **Additional Personnel.** From time to time, the Principal may employ such other staff personnel, including the Principal of the Corporation, with such titles as the Principal will determine according to available administrative funds and needs of the Corporation. The Principal of the Corporation may only be hired or terminated with consent of the majority of the Board of Trustees then seated.

C. **Compensation.** The Board of Trustees shall, upon the recommendation of the Executive Committee, establish reasonable compensation and benefits for the Principal and SBPLA leadership team. The Principal shall not participate in the discussions and deliberations of, and the voting on, his or her compensation. The Principal may from time to time establish the rate of compensation and benefits for the staff personnel of the Corporation and recommend to the Board of Trustees the compensation and benefits of the leadership team.

**ARTICLE VIII**

**NON-LIABILITY OF TRUSTEES**

The Trustees shall not be personally liable for the Corporation's debts, liabilities or other

obligations.

## **ARTICLE IX**

### **INDEMNIFICATION OF CORPORATE AGENTS**

To the fullest extent permitted by law and in accordance with standards and procedures provided by Sections 721 through 726 of the Not-for-Profit Corporation Law and any amendments thereto: the Corporation will indemnify any person (and that person's heirs, executors, guardians, administrators, assigns and any other legal representative of that person) who was or is a party or is threatened to be made a party to or is involved in (including as a witness) any threatened, pending, or completed action, suit, proceeding or inquiry (brought in the right of the Corporation or otherwise), whether civil, criminal, administrative, or investigative, and whether formal or informal, including appeals, by reason of the fact that the person is or was a director or officer of the Corporation, or, while a director or officer of the Corporation, is or was serving at the request of the Corporation as a director, officer, partner, trustee, employee, or agent of another corporation, partnership, joint venture, trust, or other enterprise, for and against all expenses (including attorneys' fees), judgments, fines and amounts paid in settlement actually and reasonably incurred by that person or that person's heirs, executors, guardians, administrators, assigns or legal representatives in connection with that action, suit, proceeding or inquiry, including appeals. Notwithstanding the foregoing, the Corporation will indemnify any person seeking indemnification in connection with an action, suit, proceeding or inquiry (or part thereof) initiated by that person only if that action, suit, proceeding or inquiry (or part thereof) was authorized by the Board.

The Corporation will pay expenses as incurred by any person described in paragraph 1 of this Article in connection with any action, suit, proceeding or inquiry described in paragraph 1 of this Article; provided, that, if these expenses are to be paid in advance of the final disposition (including appeals) of an action, suit, proceeding or inquiry, then the payment of expenses will be made only upon delivery to the Corporation of an undertaking, by or on behalf of the person, to repay all amounts so advanced if it is ultimately determined that the person is not entitled to be indemnified under this Article or otherwise.

The Corporation may purchase and maintain insurance on behalf of any person described in paragraph 1 of this Article against any liability asserted against that person, whether or not the Corporation would have the power to indemnify the person against that liability under the provisions of this Article or otherwise.

The provisions of this Article will be applicable to all actions, suits, proceedings or inquiries made or commenced after the adoption of this Article, whether arising from acts or omissions occurring before or after its adoption. The provisions of this Article will be deemed to be a contract between the Corporation and each director or officer who serves in such capacity at any time while this Article and the relevant provisions of the laws of the State of Connecticut and other applicable law, if any, are in effect, and any repeal or modification of this Article will not adversely affect any right or protection of any person described in paragraph 1 in respect of any act or omission occurring prior to the time of the repeal or modification.

If any provision of this Article will be found to be invalid or limited in application by reason of



any law or regulation, that finding will not affect the validity of the remaining provisions of this Article. The rights of indemnification provided in this Article will neither be exclusive of, nor be deemed in limitation of, any rights to which any person described in paragraph 1 of this Article may otherwise be entitled or permitted by contract, the Certificate of Incorporation, vote of the Board, or otherwise, or as a matter of law, both as to actions in the person's official capacity and actions in any other capacity while holding such office, it being the policy of the Corporation that indemnification of any person described in paragraph 1 of this Article will be made to the fullest extent permitted by law.

For purposes of this Article, reference to "other enterprises" will include employee benefit plans; reference to "fines" will include any excise taxes assessed on a person with respect to an employee benefit plan; and reference to "serving at the request of the corporation" will include any service as a director or officer of the Corporation which imposes duties on, or involves services by, that director or officer with respect to an employee benefit plan, its participants, or beneficiaries.

The Corporation may, by vote of the Board, provide indemnification and advancement of expenses to employees and agents of the Corporation with the same scope and effect as the foregoing indemnification of and advancement of expenses to directors and officers.

## **ARTICLE X**

### **SELF-DEALING TRANSACTIONS**

The Corporation shall not engage in any self-dealing transactions, except as approved by the Board. "Self-dealing transaction" means a transaction to which the Corporation is a party and in which one or more of the Trustees has a material financial interest ("interested Trustee(s)"). Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care:

A transaction which is part of a public or charitable program of the Corporation, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism, and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefitted by the program.

## **ARTICLE XI**

### **OTHER PROVISIONS**

A. **Fiscal Year.** The fiscal year of the Corporation begins on July 1 of each year and ends June 30.

B. **Execution of Instruments.** Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any Officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the Corporation within limits, if any, prescribed by the Board. Such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent or employee shall have any power to bind the Corporation by any contract or engagement, to pledge the Corporation's credit, or to render it liable monetarily for any purpose or any amount. This shall not be at odds, however, with Section C which follows.

C. **Checks and Notes.** Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation may be signed by the Principal or Treasurer. Checks in excess of \$5,000 must be signed by two authorized signatories or as otherwise approved in the Corporations Fiscal Procedure Manual.

**Construction and Definitions.** Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Not-for-Profit Corporation Law and the Education Law shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both a corporation and a natural person. The captions and headings in these Bylaws are for reference and convenience only and are not intended to limit or define the scope or effect of any provisions.

D. **Conflict of Interest.** Any Trustee, Officer, key employee (defined as a Corporation employee in a decision-making capacity, including but not limited to the Principal), or Committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or Committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction which might reasonably be construed to be adverse to the Corporation's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board may adopt formal policies requiring:

1. Regular annual statements from Trustees, Officers and key employees to disclose existing and potential conflicts of interest; and
2. Corrective and disciplinary actions with respect to transgressions of such policies. For the purpose of this section, a person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the Corporation, or is a Director, Trustee or Officer of, or has a significant financial or influential interest in the entity contracting or dealing with the Corporation.

E. **Non-discrimination.** The Corporation shall not discriminate on the basis of race, religion, national origin, gender or age in either the hiring and other employment practices of the school or in its admission policies for students. Further, the Corporation shall be open to all students in its authorized geographic area on a space available basis and shall not discriminate in its admission policies or practices. The Corporation shall conduct all of its

activities in accordance with all applicable local, state, and federal anti-discrimination laws, as well as in accordance with all other laws and regulations applicable to the operation of charter public schools in the State of Connecticut.

- F. **Interpretation of Charter.** Whenever any provision of the Bylaws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.

## **ARTICLE XII**

### **AMENDMENT**

Provided a quorum is present, a majority of the Trustees then seated may adopt, amend or repeal these Bylaws, such material amendments being subject to approval by the Connecticut State Department of Education or its designee. No provision of these By-laws by which more than a majority vote shall be required for any specified action by the Trustees, may be amended, suspended or repealed by a smaller vote than that required for action thereunder.

Draft

## Appendix C - Principal Draft Job Description

### General Statement

Stamford Big Picture Learning Academy (SBPLA) is seeking a dynamic, innovative, committed leader to join our unique community and discover how a philosophy of personalized learning – one student at a time – is the key to creating schools where educators are motivated to teach, students are engaged in meaningful learning, and academic progress is measured against real-world standards. The SBPLA Principal is the administrative and instructional leader of the school, and as such, assumes full responsibility for all aspects of the school program. SBPLA Principal represents the total district administrative team to the school community in order to accomplish the school’s education plan. It is the primary responsibility of the SBPLA Principal to promote the educational growth of each student.

[Link](#) to Big Picture Learning.

### Major Responsibilities

- Administers the school and its instructional program in all facets including regular and special areas of instruction.
- Disseminates and implements policies and practices of the SBPLA’s Governing Council.
- Monitors procedures, policies and facilities to ensure a safe and productive work environment for students and staff.
- Coordinates the efforts of school staff in assessing student and program needs.
- Coordinates the efforts of school staff in developing and implementing programs and procedures, which improve learning opportunities for students.
- Participates in the selection of all staff members in the school.
- Prepares and administers the school budget.
- Monitors student academic, social and behavioral growth.
- Coordinates the evaluative process (PPT) to provide appropriate instruction for students with special needs in coordination with responsible LEA.
- Supervises and evaluates all staff members assigned to the school.
- Interprets the school’s program to parents of the school and citizens of the community including community partnerships.
- Monitors the maintenance of the physical plant and grounds.
- Supervises the preparation and maintenance of records and reports as required by the Superintendent of Schools or their designee.
- Coordinates the full range of extracurricular activities.
- Manages the CSDE and New England Accreditation Association Evaluation process.
- Certifies graduates have met state and local matriculation standards.
- Performs additional administrative duties as delegated by the SBPLA Governing Council.
- Collaborates with Big Picture Learning.

### Knowledge and Skills

Embodies Big Picture Learning Leadership Elements

Love	Leading a school in the context of dis-equitable social constructs. Sense of self in relation to community. Compulsion toward equity, and the moral courage to speak and act against dis-equitable systems and structures. Ability/disposition to listen and to take emotional risks. Vulnerability and humility. Demonstrating empathy, compassion, and advocacy with students, staff, families, and communities. Authentic joy and curiosity in the company of students.
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Breakthrough Leadership	Skillfully breaking rules and positively disrupting the status quo; shifting the systems around you. Vision and creativity to see new forms, and the resilience and network-building capacity to bring them about. Building a story and enlisting others into it. Giving and receiving trust. Influence and spread, attending to sustainability, forging autonomies. Creative operations management. Deep resourcefulness.
Learning Organization	Establishing, leading, and sustaining a community of adult learners, including families and external stakeholders. Attending to the learning needs of individual adults as well as the school as an organization. Culture-building. Creating shared ownership and distributed leadership among students and adults. Facilitation, expertise with tools and processes of adult learning (e.g. protocols). Systems thinking and innovation. Change leadership and management. Improvement science. Strategies for listening and adapting.
School Design & Implementation	Designing and implementing schools where the learning is interest-driven, compelling, real-world-connected, and lasting. See School Design Elements and Distinguishers.

- Demonstrating up-to-date familiarity and practice in program administration, staff supervision and program evaluation.
- Designing and implementing schools where the learning is interest-driven, compelling, real-world-connected, and lasting.
- Establishing, leading, and sustaining a community of adult learners, including families and external stakeholders.
- Creating shared ownership and distributed leadership among students and adults.
- Employs systems thinking and innovation as an agent of change leadership and management.
- Vision and creativity to see new forms, and the resilience and network-building capacity to bring them about.
- Creative operations management coupled with deep resourcefulness.
- Sense of self in relation to community.
- Compulsion toward equity, and the moral courage to speak and act against dis-equitable systems and structures.
- Ability/disposition to listen and to take emotional risks.
- Vulnerability and humility.
- Demonstrating empathy, compassion, and advocacy with students, staff, families, and communities.
- Authentic joy and curiosity in the company of students.

### **Qualifications**

- Current Connecticut Certification – Intermediate Administrator (#092).
- Minimum of five (5) years of teaching experience.
- Minimum of three (3) years administrative experience, preferred.
- High standards of ethics, honesty and integrity.
- Knowledge of and/or the ability to learn and implement Operating Systems (i.e. Windows); Office suites (i.e. Microsoft Office, Google Drive); Presentation Software (i.e. PowerPoint, Keynote); Spreadsheets (i.e. Excel, Google Sheets); Communication and Collaboration tools (i.e. Zoom); Accounting Software (i.e. QuickBooks); Student Information Systems (i.e. Naviance, PowerSchool); or any other technology deemed relevant for this position.

## **Appendix D - Advisor Draft Job Description**

### **General Statement**

An advisor at Stamford Big Picture Learning Academy (SBPLA) plays a complex role. An advisor is responsible for navigating and guiding 15-20 students through the BPL [learning cycle](#) for 2-4 years. The advisor is a part of each student's Learning Plan team, along with the student, parent and mentor. The advisor guides this team to support and coach the student's learning process. The advisor is a generalist who can support student work around each Learning Goal. An advisor is not only a teacher. They take on aspects of administration, guidance, management, recruitment, public engagement and more. As a result, advising can be a very rewarding and intense experience.

[Link](#) to Big Picture Learning.

### **Major Responsibilities**

- Implement, by instruction and action, the BPL philosophy of education
- Facilitate quarterly learning plan meetings with each student and his or her family
- Forecast the educational needs of each student based on their interests and abilities
- Identify learning opportunities and internships for students
- Facilitate internship searches through phone calls, shadow days, and informational interviews to ensure that each student has an internship
- Monitor student internships through site visits (bi-weekly), phone calls (weekly), and mentor meetings (monthly)
- Report on each student's educational and social progress in detail through quarterly narratives, phone calls to parents, and weekly student meetings
- Fully own and facilitate advisory activities, lessons and projects during scheduled advisory time.
- Create a positive culture of learning
- Maintain complete and factual records (transcripts) on each student as required by the SBPLA Governing Council and CSDE
- Collaborate with staff across school and community on a regular basis
- Build the capacity of students to conduct passion quests that hone in on individual interests in pursuit of an interest aligned internship
- Coordinate leaving to learn opportunities for students and staff to explore potential careers, industries and workplace settings across a variety of fields
- Track mentor and internships opportunities through a digital platform such as ImBlaze
- Assist in the development and implementation of the internship program including completing a passion quest, contacting prospective mentors, conducting interviews, scheduling shadow days and securing internships
- Provide supplemental and education resources in order to support the students' growth inside the classroom and in the community
- Employ a variety of educational techniques in pursuit of educational goals and establish clear objectives for student growth
- Facilitate learning outside of the school building
- Hold students accountable to specific grade, advisory and campus standards and celebrate students' accomplishments
- Actively engage parent and family members in the life and learning of their children
- Build strong relationships within the school community and support restorative practices

- Incorporate formal Learning Plans and LTI experiences in students' learning journey
- Organize and document community experiences and serve as the liaison for community mentors
- Interpret the school's program to parents of the school and citizens of the community including community partnerships

### **Knowledge and Skills**

- The ability to build strong relationships with students, staff, families and the community.
- The ability to build and maintain community partnerships that lead to experiences for students to learn through internships.
- Highly organized with the ability to develop systems for efficiency and accountability.
- Technological skills to assist with organizing and providing training to staff on digital platforms such as ImBlaze to best support and coordinate internship experiences
- Designing and implementing authentic learning experiences where the learning is interest-driven, compelling, real-world-connected, and lasting.
- Establishing, leading, and sustaining a community of adult learners, including families and external stakeholders.
- Vision and creativity to see new forms, and the resilience and network-building capacity to bring them about.
- Creative operations management coupled with deep resourcefulness.
- Sense of self in relation to community.
- Compulsion toward equity, and the moral courage to speak and act against dis-equitable systems and structures.
- Ability/disposition to listen and to take emotional risks.
- Vulnerability and humility.
- Demonstrating empathy, compassion, and advocacy with students, staff, families, and communities.
- Authentic joy and curiosity in the company of students.

### **Qualifications**

- Current Connecticut Certification – relevant to grades 9-12
- Basic knowledge of all teaching subjects and a speciality in at least one area
- High standards of ethics, honesty and integrity
- Knowledge of and/or the ability to learn and implement Operating Systems (i.e. Windows); Office suites (i.e. Microsoft Office, Google Drive); Presentation Software (i.e. PowerPoint, Keynote); Spreadsheets (i.e. Excel, Google Sheets); Communication and Collaboration tools (i.e. Zoom, Google Meet); Accounting Software (i.e. QuickBooks); Student Information Systems (i.e. Naviance, PowerSchool); or any other technology deemed relevant for this position (i.e. ImBlaze).



## MATTHEW LASKOWSKI

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Stamford, CT 06905 ♦ (203) 648-6440 ♦ mlaskowski62@gmail.com ♦ WWW: [Bold Profile](#)

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### SUMMARY

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Dedicated educational leader specializing in school improvement, collaboration, problem solving and innovative program development. Extensive experience in promoting a positive school climate and implementing systems to improve efficacy and efficiency.

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### PROFESSIONAL EXPERIENCE

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**Associate Superintendent, Middle School Programs, 07/2024 - Current**  
**Stamford Public Schools - Central Office**

- Coached, mentored and supervised principals of five middle schools and two K-8 schools across Stamford.
- Supported principals in the development, progress monitoring and implementation of strategic school improvement plans (SSIPs).
- Established and manage alignment of SSIPs with District Goals and Objectives; align stakeholders around strategic vision.
- Oversaw implementation of high quality, ambitious and equitable instructional practices designed to meet the needs of a diverse student population.
- Ensured alignment between Board of Education, Superintendent, Central Office Administration, Principals, and Teachers.
- Coordinated with and responded to Board of Education, City of Stamford Departments including Engineering, Risk Management, IT, Controller's Office, Planning Board, Board of Finance and other Boards as needed.
- Supported the district budget development and management process.
- Recruited and managed the hiring processes for principals and other high level administrative positions.
- Provided input to the Superintendent in preparation for collective bargaining negotiations with certified employees on behalf of the district.

**Executive Director of Access and Opportunity, 09/2022 - 06/2024**  
**Stamford Public Schools - Central Office**

- Supported and mentored new principals at the middle school level.
- Supported the Coordinator of Alternative Education with operations, scheduling, staffing and student support.
- Conducted a community anthropology to identify assets and resources throughout the Stamford community that would benefit SPS students.
- Conducted empathy interviews with students and families across Stamford to gain a deeper



understanding of what is working in SPS schools and what are areas that could be improved.

- Developed and opened the SPS Remote Learning Program for students in grades 9-12.
- Supervised the SPS Remote Learning Specialist.
- Collaboratively developed and implemented Grade Promotion Support (GPS) to provide wrap around support to struggling 9th grade students at both Stamford High School and Westhill High School.
- Served as the district liaison for students involved in the juvenile justice system.
- Led the development of the Stamford Big Picture Learning Academy with the target opening of Fall 2024.

**Principal, 10/2017 - 08/2022**

**Rippowam Middle School**

- Led Middle School Teaching and Learning Re-Opening Sub-Committee to develop expectations, grading plans, and master schedule to support full remote, hybrid and full in-school models.
- Collaborated with district department head for social work to develop Touch Points intervention to support socially or emotionally needy students in all grade levels.
- Implemented restorative practices school-wide to support school climate, conflict resolution and behavior management/support.
- Presented at National Association of School Psychologists annual convention on the benefits of prioritizing and monitoring school connectedness.
- Participated on city-wide panel on safety, security and social-emotional needs including the mayor, chief of police, superintendent of school and other community officials.
- Led collaborative effort between School Data Team (SDT) and Instructional Leadership Team (ILT) to develop Strategic School Improvement Plan (SSIP).
- Led ILT in monitoring adherence to school vision, adherence and completion of SSIP goals, objectives and initiatives as well as the monitoring of student learning and achievement through continuous data collection.
- Oversaw SRBI Core Team meeting schedule and implementation of SRBI process/protocols.
- Conducted mini professional learning sessions to support SRBI rollout
- Collaboratively developed professional development calendar to address school-wide needs and support new initiatives.
- Observed, evaluated and coached staff members to support district curriculums and instructional best practices.
- Developed systems approach through focus teams to execute and continuously monitor SSIP initiatives and action steps.
- Implemented committees centered on identified areas of concern that include faculty, parents and students.
- Regularly communicated with stakeholders to collect input, disseminate information and highlight community or school-based events.
- Monitored building-based budget.
- Implemented Attendance Review Board (ARB).

- Revised Master Schedule.

**Assistant Principal, 08/2015 - 10/2017**

**Stamford High School**

- Observed, evaluated and coached staff from Special Education, English, Fine Arts and Pupil Personnel Services departments.
- Led steering committee that created and implemented Early College Studies (ECS) at Stamford High School in collaboration with NCC, SPEF, Mayor's Youth Employment Services and Beyond Limits.
- Testing Coordinator for PSAT, CAPT/NGSS, SAT.
- SRBI coordinator - led team of teachers, counselors and administrators to develop SRBI process for SHS.
- Conducted professional development for teachers centered on Tier 1 instruction and support focused in the areas of identifying areas of concern, implementing interventions and monitoring the efficacy of interventions.
- Developed pilot SHS SRBI manual and contributed to district secondary SRBI manual.
- Established data monitoring systems for SRBI.
- Collaborated with district SRBI committee to revise SRBI process for all secondary schools.
- 504 coordinator.
- Co-led district scheduling committee.
- Chaired PPT meetings for grades 9-12.
- Collaborated with central office administration to ensure needs of all students were met via PPT process.
- Developed para educator schedules to support students in need of enhanced staffing.
- Revised Focus Walks and developed data monitoring forms to track department and school-wide trends based on focus areas.

**Lead Developer, Danbury Early College Opportunity, 06/2014 - 07/2015**

**Danbury High School**

- Led Steering Committee that included leadership from NVCC, NewOak, Pitney Bowes and the CT Board of Regents.
- Developed 4, 5, and 6-year scope and sequences.
- Collaborated with NewOak and Pitney Bowes liaisons to develop mentoring program and write Workplace Learning curriculum.
- Presented DECO program to Chamber of Commerce, Savings Bank of Danbury and People's Bank to solicit funding and potential internships.
- Organized presentations to middle school parents and students to disseminate program details.
- Recruited students from all 3 Danbury middle schools as well as local parochial and private schools yielding over 150 applicants.
- Developed, data-driven, program monitoring plan.

**Dean of Student Support, 10/2012 - 06/2015**

**Danbury High School**

- Provided professional development and mini-workshops to staff on topics including, PowerSchool, SRBI, and classroom management.
- Served as New Teacher Coordinator.

- Coached teachers, in one-to-one and small group settings, on the implementation of Tier 1 SRBI interventions.
- Collaboratively wrote grants to seed projects such as Danbury ECO and Twilight School - both were funded.
- Developed Twilight School Programs.
- Assisted in creation of master schedule for all middle schools in Danbury.
- Designed and directed the Student Tutoring Center.
- Hired, trained, and coached content specific interventionists.
- Established comprehensive progress monitoring system comprised of goal setting, data tracking and reflection for at risk students.
- Collaboratively implemented interventions to support academic, attendance and behavioral needs of students.
- Mentored Dean of Student Support for Ninth Grade Academy.
- Served on school improvement committees.

**Physical Educator/Health Teacher**, 08/2005 - 10/2012

**Rogers Park Middle School**

- Instructed large, diverse classes focused on improving physical, mental and emotional health, and promoting lifelong fitness.
- Awarded technology grant, which provided funding to improve assessments, feedback, and parental communication.
- Developed comprehensive middle school physical education curriculum to meet needs of all students.
- Created interdisciplinary programs of instruction to improve students' understanding of CMT strands.

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## EDUCATION

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**Certificate in School Management And Leadership: Leading Change**, 12/2018

**Harvard University** - Cambridge, MA

**Certificate of Advanced Graduate Study: Advanced Educational Leadership**, 2012

**University of New England** - Biddeford, ME

**Master of Science: Special Education**, 2009

**Western Connecticut State University** - Danbury, CT

**Bachelor of Science: Movement and Sports Studies/Physical Education**, 2005

**Springfield College** - Springfield, MA

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## CERTIFICATIONS

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**Intermediate Administration and Supervision - 092**

Provisional Educator

Certification Number - C022017001393

**Physical Education, Pre K through 12 - 044**

Professional Educator

Certification Number - C042016002357



### **STATEMENT**

An author and educator with experience as both practitioner and researcher, I aim to use my instructional expertise and strong work ethic in leadership positions to deliver high quality teaching and learning for all students. I am committed to transformative impact by working strategically and systematically to design, implement, and evaluate programs for maximum student and staff growth. I value collaborative and innovative environments in which student-centered best practices and data-driven instruction help prepare students to reach their highest academic and individual potential.

### **EDUCATION**

- Ph.D.** Stanford University, History of Education
- M.A.** Stanford University, History
- M.A.** Columbia University, Curriculum & Teaching
- B.A.** Binghamton University, History

### **SCHOOL & DISTRICT ADMINISTRATIVE EXPERIENCE**

#### **Stamford Public Schools (Stamford, CT), *Associate Superintendent* (2022-), *Director* (2021-22)**

- ♦ Currently supervise all high schools and alternative programming in the district
- ♦ Previously supervised the Office of Family and Community Engagement, the Office of Access and Opportunity (Alternative and Adult Education), the Office of Research and Development, School Discipline, the Magnet School Lottery, and all 6-8 and K-8 schools in the district
- ♦ **Highlights of tenure include:** lead district-wide initiatives to reimagine innovative programming for the secondary levels; rewrote policies and regulations to reimagine lottery and magnet admissions, equity and diversity; and attendance district-wide

#### **Healdsburg High School (Healdsburg, CA), *Principal* (2015-2017)**

- ♦ Oversaw and evaluated school programs, including curricular, scheduling, counseling, continuation high school, budgetary, assessment, departmental, and athletics
- ♦ **Highlights of tenure include:** in first year increased ELA CAASPP scores by eleven percentage points, AP student participation by thirty-three percent, and AP exams taken by sixty-seven percent; adopted new "a-g" aligned graduation standards; implemented a push-in Special Education program; established protocols to use multiple data points to assess English Learner students for proper classroom placement and instruction

#### **Alliance Susan and Eric Smidt Technology High School (LA, CA), *Founding Principal* (2012-2015)**

- ♦ Responsible for all issues relating to the budget and financial stability of school, effective instructional strategies, academic programming, assessment, and professional development, including transition to Common Core State Standards
- ♦ **Highlights of tenure include:** received initial API score of 715; obtained highest level of reviews from LAUSD oversight committee; maintained higher rates of reclassification of English Learners than LAUSD and higher rates of Special Education students than LAUSD; secured initial WASC accreditation

#### **Wallis Annenberg High School (LA, CA), *Assistant Principal Grades 7-12* (2010-2012)**

- ♦ Responsible for issues relating to curriculum, effective instructional strategies, assessment, professional development, athletics, counseling, and after-school programming
- ♦ **Highlights of tenure include:** secured the release of school from Program Improvement Status; raised the API by 10 points in one year; raised the API for English Learners by 108 points in one year; obtained a six-year WASC accreditation

#### **MLA Partner Schools (LA, CA), *Associate Director of Small School Development* (2009-2010)**

- ♦ Managed growth in the areas of collaboration, programmatic integration, and thematic relevance of six Small Learning Communities within large, comprehensive high school
- ♦ Integrated and managed strategic, high-impact partnerships to provide meaningful experiences, resources, and opportunities consistent with each small school vision
- ♦ **Highlights of tenure include:** designed and implemented six unique interdisciplinary, theme-based ninth grade survey classes leading to school-wide pathway programming

## RESEARCH AND UNIVERSITY EXPERIENCE

### **Sonoma State University (Rohnert Park, CA), *Assistant Professor* (2017-2022)**

- Designed and taught courses in the Administrative Services Credential (ASC) Program
- Designed and taught courses in the Educational Data Analytics, Decision Making, and Leadership Certificate Program
- Designed MA in Educational Leadership
- Served on the PUERTA (Promoting Underrepresented Educators Realizing Their Teaching Aspirations) Grant as a college access representative
- Consulted with local schools on creation of strengths-based communities of practice to increase teacher efficacy and focus on student achievement

### **California State University, Dominguez Hills, *Site Mentor* (2010-2011)**

- Mentored teacher enrolled in the Charter & Autonomous School Leadership Academy

### **Stanford University, *Online Facilitator Stanford CLAD/CTEL* (2006-2009)**

- Created content for and delivered online courses, meeting standards set by California for CTEL certification

### **Stanford University, *Research Assistant* (2004-2009)**

- Collaborated with Michael W. Kirst, Emeritus Professor of Education, analyzing education finance reform, specifically looking at systemic standards-based reform and out-of-school interventions
- Collaborated with Sean F. Reardon, Professor of Education and Sociology, investigating the effects of socioeconomic-based student assignment plans on racial and socioeconomic segregation
- Assisted Larry Cuban, Emeritus Professor of Education, researching how educational reform directly affects classroom teaching
- Assisted Joy Ann Williamson-Lott, Professor of Education, researching student activism on campuses of Historically Black Colleges and Universities
- Assisted Aki Murata, Assistant Professor of Education, investigating and comparing early number sense development in math curricula
- Served as teaching assistant for graduate level courses "History of School Reform," "Education for Liberation," and "Theoretical Debates in Education"

### **Columbia University, *Research Assistant* (2002-2003)**

- Developed, implemented, and documented a comprehensive high school education intervention program in two small schools for the National Center for Restructuring Education, Schools and Teaching

### **City College, New York, *Instructor* (2003)**

- Developed curriculum for and instructed graduate-level course entitled "Teaching Social Studies in Childhood Education"

## TEACHING EXPERIENCE

- Ten years of classroom experience in public, independent, and charter schools in CA, NY, and CT
- Grade levels taught include 3<sup>rd</sup>-6<sup>th</sup> in self-contained classrooms, including bilingual Spanish
- Three years teaching history at secondary level
- Awarded *Time Magazine* School of the Year, The Accelerated School (2001)
- Named to *USA Today* All-Teacher Team - Honorable Mention (1999)
- Teach For America Corps Member (1994, Los Angeles, CA)

## SELECTED PUBLICATIONS

Hibbeln, C. & Rhodes, L. (2024). *Equitable school scheduling*. Corwin Press.

Henry, W., Blankenship, A., Jouganatos, S. & Rhodes, L. (2023). "We're Lucky to Have Each Other: Solo Leadership Faculty as Program Coordinators," in *Exploring the Role of the Educational Leadership Program Coordinator: Practice, Problems and Possibilities*, eds. Noelle A. Paufler & Ellen H. Reames (Information Age Publishing).

Heinz, A.J., Wiltsey-Stirman, S., Sharin, T., Loskot, T., Rhodes, L., Jaworski, B., Gorman, B., McGovern, M. (2021). Feasibility and preliminary efficacy of a public mobile app to reduce symptoms of post-disaster distress in adolescent wildfire survivors: Sonoma Rises. *Psychological Services*. *Psychological Services*.

## SELECTED PRESENTATIONS

Henry, W., Blankenship, A., Jouganatos, S. & Rhodes, L. (2023). *Valuable Partnerships: Solo Educational Leadership Faculty Program Coordinators Collaborating Across Institutions*. [Paper Presentation]. American Educational Research Association Annual Meeting, Chicago.

Henry, W., Jouganatos, S., Blankenship, A. & Rhodes, L. (2022). *Exploring the Role of Solo Educational Leadership Faculty as Program Coordinators*. [Roundtable Discussion]. University Council for Educational Administration Annual Convention. Seattle.

Rhodes, L., Heinz, A.J., Wiltsey-Stirman, S., & Sharin, T. (2021). *Rising from the Ashes: A Digital Mental Health Intervention to Support Students of California Wildfires* [Round Table Presentation]. American Educational Research Association Annual Meeting. Virtual.

Rhodes, L., Rasori, T., & Walker, J. (2021). *A Strengths-based Approach to Increasing Collaboration, Efficacy, and Leadership among Teachers* [Poster Presentation]. American Educational Research Association Annual Meeting. Virtual.

Rhodes, L. & Henry, W. (2020). *Supporting Statewide, Cross-Institutional Faculty Collaboration for Principal Preparation Programs* [Paper Presentation]. University Council for Educational Administration Annual Convention. Virtual.

## PROFESSIONAL LEADERSHIP POSITIONS

- ◆ Teach for America Associates Board, Los Angeles, *Founding Member (2013-2015)*
- ◆ School Leaders Network, *Member (2012-2015)*
- ◆ Institute for Educational Leadership, Education Policy Fellowship Program, *Fellow (2002-2003)*
- ◆ History of Education Society, *Graduate Student Representative (2004-2005)*
- ◆ American Educational Research Association Division F, *Graduate Student Representative (2005-2006)*

## EDUCATION CREDENTIALS

Connecticut Intermediate Administration and Supervision Certification (092)

California Administrative Services Credential

California Clear Multiple Subject Teaching Credential

Bilingual, Crosscultural, Language, and Academic Development (BCLAD) Certificate (Spanish)

**Dr. Tamu Lucero**  
**485 Summer Street Unit 302**  
**Stamford, Connecticut 06901**  
**(614) 570-6446**  
**tlucero1221@gmail.com**

### **EDUCATION**

**Doctor of Education in Educational Administration, August 2012**

Ohio University, Athens, Ohio

**Master of Arts in Educational Administration, August 1997**

The Ohio State University, Columbus, Ohio

**Bachelor of Science in Elementary Education and Teaching, June 1994**

Wright State University, Dayton, Ohio

### **Certifications**

- State of Connecticut - Intermediate Administration (092) - March 2026
- State of Connecticut - Superintendent (093) - March 2029
- State of Ohio – Superintendent License – June 2025
- State of Ohio – Principal License – June 2025
- State of Ohio – Elementary License – June 2025

### **EXPERIENCE**

#### **Stamford Public Schools**

**Annual Budget:** \$360,000,000

**District Size:** 16,200 students

**Staff Size:** 2,500

**Type of District:** Urban/ Suburban

#### **Superintendent**

**August 2019 – Present**

Execute and Coordinate efforts with the City of Stamford, the Master Facilities Plan

- **Phase1** – Deferred Maintenance, Safety, Water Intrusion
- **Phase2** – Design the replacement of a comprehensive high school and elementary schools, renovations to another high school, and redesign of a middle school.

Provide leadership to make progress toward District Strategic Improvement Goals.

Create and implement a budget plan to support the district mission to provide an education that cultivates productive habits of Mind, Body, and Heart in every student.

- **Mind:** English Language Arts, Mathematics, Career Connected Learning, and progress toward graduation.
- **Body:** Food Insecurity-Increase the number of students participating in the school breakfast and lunch programs.
- **Heart:** Attendance and Engagement- Decrease the number of students identified as chronically absent by grade and student groups.

Work with the City of Stamford to facilitate a Long-term Facilitates Committee to implement a comprehensive plan to address our aging school buildings.

**Deputy Superintendent**

**July 2018 - April 2019**

- Coached and Mentored Administrators
- Strategic Plan Oversight
- District Knowledge Management
- Enterprise Management Coordination

**Assistant Superintendent**

**June 2013 - June 2018**

- Leadership and Development for Building and District-Level Initiatives

**Worthington Hills Elementary ~ Elementary Principal**

**August 2005 - June 2013**

**Windsor Alternative Elementary ~ Elementary Principal**

**August 2004 - July 2005**

**Georgian Heights Alternative ~ Elementary Principal**

**August 1999 - June 2003**

**Franklinton Alternative School~ Elementary Teacher**

**September 1994 - June 1998**

**UNIVERSITY EXPERIENCE**

**Sacred Heart University - Adjunct Professor**

**March 2015 - Present**

- Advanced Curriculum and Program Monitoring
- Teacher Supervision, Evaluation, and Staff Development
- Educational Law and Finance

**Fairfield University- Adjunct Professor**

**June 2023- Present**

- Doctoral Legal and Policy
- Doctoral Social Justice

**Teacher Training College - Visiting Lecturer**

**Namibia, Africa September 2003-July 2004**

- International Foundation for Education and Self-Help (IFESH)
- Volunteer of the Year

**Doctoral Dissertation**

**Title:** *The Relationship between the Degree of Threat-Rigidity Principals Perceive in their School Environment and Principals' Belief in a Just World*

**Abstract:** This study examined the idea that principals in this age of accountability are feeling stressed and pressured to increase test scores for all students, especially students living in poverty.



**CHARLENE MARIE REID**

718-644-5908

Email: charlenemreid@gmail.com

**EDUCATION**

University of Pennsylvania, 2016

Doctor of Education, Educational Leadership

Columbia University, Teachers College, 2003

Master of Education, Educational Leadership

University of California, Los Angeles, 2001

Master of Education, Elementary Education

University of California, Los Angeles, 1998

Bachelor of Arts, Political Science

**AREAS OF EXPERTISE**

Executive Non-profit, School, and District Management; School Improvement and Turnaround; Program Evaluation; Strategy and Growth Development; Adaptive Leadership Development; Explicit Reading Instruction; Cognitive and Conceptual Math Instruction; Cross-cultural, Language and Academic Development Strategies; Teacher Hiring and Retention; Conflict Resolution; Professional Learning Communities; Community and Parent Partnerships; Data Analysis.

**PROFESSIONAL EXPERIENCE**

**Chief Executive Officer and Founder**

Excellence Community Schools, New York, NY (7/14-present)

Founder and Executive Director, Stamford Excellence, Stamford, CT (4/14-2/20)

Founder, Norwalk Excellence, Stamford, CT (10/18-present)

Founder and chief executive of a charter management organization that manages six charter schools in the Bronx, two charter schools in Stamford, CT, and several school improvement partnerships with local catholic and district schools in Harlem and the Bronx. By September 2023, the charter management organization will have a portfolio of 12 schools.

**Executive Director and Head of School**

Bronx Charter School for Excellence, Bronx, NY

Kindergarten through Eighth Grade (7/09-6/14)

Supervised and managed the entire BCSE organization, located on two campuses (elementary school and middle school), which included the instructional, operational, facilities and financial staff. Managed the BCSE Board of Trustees including the executive, finance, development, real estate and education committees. Served as the liaison with the charter authorizer, SUNY Charter Schools Institute. Orchestrated the strategic planning for fundraising and future growth of BCSE. Oversaw \$8 million budget, surplus investments and assets. Lead the real estate acquisitions and transactions, including issuing a \$25 million dollar tax-exempt bond for a building purchase and new construction. Managed all external relations with funders, vendors, politicians, and community partners. Continued as the instructional leader with all the responsibilities of the principal.

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**Principal**

Bronx Charter School for Excellence, Bronx, NY  
Kindergarten through Fifth Grade (2/07-6/09)

Orchestrated the 54% increase on New York State English Language Arts test scores from 2006-2007 to 2007-2008 academic year. Fostered collegiality and team building among staff members and encouraged their active involvement in decision-making process. Provided two-way communication with executive director, staff, students, parents, and community. Communicated and promoted expectations for high-level performance to staff and students. Directed professional development activities and put programs in place with staff to ensure attainment of school's mission through data-driven analysis. Identified, analyzed, and applied research findings to promote school improvement. Developed and set annual performance objectives for each of the Charter School Renewal Benchmarks. Observed employee performance, recorded observations, and conducted evaluation conferences with staff. Worked with faculty and students to develop a student discipline management system that resulted in positive student behavior and enhanced the school climate. Articulated the school's mission to the community and solicited support in accomplishing the mission. Used appropriate techniques to encourage community and parent involvement.

**Assistant Principal**

Public School 194, Countee Cullen Literacy Academy, Harlem, NY  
Kindergarten through Fifth Grade (7/04-2/07)

Spearheaded the transformation of a school identified for corrective action in mathematics. Assisted in managing \$3.5 million budget. Supervised teacher and paraprofessional development through workshops, observations, conferencing and modeling. Supervised the *Reading First* Program, including the management and analysis of instructional data utilizing the *mClass* database. Managed staff members that included secretaries, school aides, custodians, coaches and parent coordinator. Coordinated multiple corporate partnerships that enhanced literacy and technology programs. Established a discipline policy in alignment with Chancellor's regulations. Co-developed and supervised Saturday and afterschool literacy and mathematics academy. Coordinated data analysis through baseline assessments in literacy and mathematics.

**Assistant Principal**

PS/MS 306, Bronx, NY  
Sixth Grade (8/03-6/04)

Responsible for the supervision of 10 sixth grade regular and special education classrooms. My duties included facilitating professional development sessions in areas of instruction, curriculum and data analysis. Observed and monitored daily instruction through informal and formal observation protocols, lesson plans and one on one conferences. Responsible for creating a guided reading and math intervention program for students who were at risk of failing.

**Teacher**

Public School 46, Harlem, NY  
3<sup>rd</sup> Grade (9/01 – 6/03)

99<sup>th</sup> Street Elementary School, Los Angeles, CA  
5<sup>th</sup>, 4<sup>th</sup>, and 1<sup>st</sup> Grade (9/98 – 6/01)

Charlene Marie Reid-2

### **ACCREDITATIONS**

- New York State School Administrator/Supervisor
- New York State School District Administrator
- New York State Pre-Kindergarten through 6<sup>th</sup> Grade Teacher
- California State Multiple Subjects Pre-Kindergarten through 12<sup>th</sup> Grade Teacher

### **SELECTED ACADEMIC PUBLICATIONS AND PRESENTED PAPERS**

- Parker, L., Reid, C., & Ghans, T. (2017). Challenging deficit default and educators' biases in urban schools. *Race and Pedagogy Journal: Teaching and Learning for Justice*, 2(3), 1.
- Parker, L., & Reid, C. (2017). A Case Study of Elementary School Parents as Agents for Summer Reading Gain: Fostering a Summer Leap and Holding Steady. *School Community Journal*, 27(1), 307-327.
- Parker, L., Reid, C., & Ghans, T. (2016). *Beyond Race, Class and School Type: Districts and Charters Collaborating for Change*. Paper accepted to the Fourth 21st Century Academic Forum Conference at Harvard. Boston, MA.
- Reid, D., Reid, C., & Parker, L. (2016). *Gauging College Readiness through College Exposure: Examining the Colgate University Summer Institute*. Paper accepted to the Fourth 21st Century Academic Forum Conference at Harvard. Boston, MA
- Parker, L., Reid, C. & Ghans, T. (2015). *What a difference a year makes: Building a social network across the charter/district divide*. Paper presented National Education Research Association Conference at Trumbull, CT.
- Parker, L. & C. Reid. (2015). *The new charter movement: Unifying educators around best practices by creating district-charter school partnerships*. Paper presented American Education Research Association Conference at Chicago, IL.
- Reid, C. (2014). *Autoethnography within the context of charter school expansion: A theoretical and methodological lens for urban leaders*. Paper accepted to the 36th Annual Ethnography in Education Forum. University of Pennsylvania
- Parker, L. & Reid, C. (2014). *Redefining intellectuals in the production of knowledge: An alternative research paradigm for community partnership and the university*. Paper presentation at American Educational Research Association (AERA) Conference. Philadelphia, PA.
- Reid, C (2014). *Self-inquiry, journaling and autoethnography as methods of discovery underlying charter school expansion*. Paper accepted at the 27th Annual Ethnographic and Qualitative Research Conference. Las Vegas, NV.

### **SELECTED PRESENTATIONS AND PANELS**

- National Alliance for Public Charter Schools Inaugural Leadership award recipient, September 2018
- National Association of University Women (Flushing North Shore Branch), Excellent Service in the Field of Education honoree, May 2018
- National Action Network, Keepers of the Dream MLK award recipient, April 2017
- New York City Bar Association Panel on Charter Schools, *The NAACP Moratorium on Charter School Expansion - Necessary or Needless?*, June 2017

Charlene Marie Reid-3



- National Alliance for Public Charter Schools, 3 Presentations/panels on hiring, starting charter schools, and the creativity gap, June 2015
- NYC Collaborates, *Bronx Study Tour*, June 2012
- KISS FM Open Line: Education Town Hall, NYC Public Charter Schools, March 2012
- NPR: On Point with Tom Ashbrook, *Grading Charter Schools*, February 2012
- NYC Charter Center, *Start Right with Recruiting and Hiring*, January 2012
- NYC School Leaders in Training, *A Culture of Data*, November 2011
- NYC Charter Center, *Establishing & Reinforcing a Culture of Data*, October 2011
- State University of New York, *Urban Education in 10 Years*, April 2011
- New Haven, Connecticut Public Schools, *School Leader Turnaround*, February 2011
- NYC Charter Center, *Start Right with Recruiting and Hiring*, January 2011
- NYC Charter Center, *A Culture of Data*, November 2010
- New York Charter Schools Association, *Blueprint for Hiring*, October 2010
- Credit Suisse, *State of Urban Education*, October 2010
- NYC Charter Center, *Start Right with Recruiting and Hiring*, January 2010

#### **PUBLICATIONS AND RELATED ARTICLES**

- New York Daily News, *School leaders hope tensions ease between district, charter schools with new collaboration launched in the Bronx*, May 17, 2012
- New York Press, *Struggling New Charter Was Saved by Determined Principal*, November 16, 2011
- New York Daily News, *Stakes High for Charter Hopefuls*, April 19, 2011
- New York Parenting Issues, *Why NYC Charter Schools?*, April 16, 2011
- Bronx Times, *Developing Smart Ways to Succeed*, April 11, 2011
- Wall Street Journal, *New Proficiency Standards Hit Charters*, August 2, 2010
- Published in New York Post, *Charters: No Arguing With the Results*, June 4, 2009
- New York Post, *Word Perfect*, May 9, 2009
- Published in Teaching to Change Los Angeles, *Teachers for Social Justice*, December 10, 2000

#### **PROFESSIONAL DEVELOPMENT**

- Pahara-Aspen Fellow, 2019-2021
- Aspen Executive Fellow, The Aspen Institute Executive Leadership Seminar 2019
- Columbia University Teachers College, Cahn Fellowship for Distinguished New York City Principals, 2011-2012
- Cambridge Leadership Associates, Adaptive Leadership: From Harvard to the Business World, 2008-2009
- Lesley University, *What Every School Leader Needs to Know About Good Literacy Teaching and Effective Literacy Coaching*, Center for Reading Recovery, 2008
- Harvard Graduate School of Education, National Institute for Urban School Leaders, 2006
- The City College, The City University of New York, Child Care Provider Program, 2005
- New York State *Reading First* Program, Leadership Institute, 2004, 2005
- NYC Department of Education, *Everyday Mathematics* Training for School Leaders, 2004-2006
- Columbia University Teachers College, School Law Institute, 2003

### **CONSULTANCIES AND COMMUNITY SERVICE**

- External expert evaluator, Fahari Charter School, Brooklyn, May 2012
- Advisory board member, Central Queens Academy Charter School, June 2011-2013
- High school mentor, Student Sponsor Program, August 2010-2014
- Expert reviewer, Walton Family Foundation start-up grant, November 2011
- State University of New York, Expert leader, charter replication conference, July 2011
- State University of New York, External expert reviewer, new charter school applications, May 2010

### **HONORS AND AWARDS**

- New York State Department of Education Recognition School for High Achievement, Bronx 2, 2020
- Stamford Excellence ranked #1 public school in Connecticut for 3<sup>rd</sup> and 4<sup>th</sup> Math scores, 2019
- Stamford Excellence ranked #3 public school in Connecticut for 3<sup>rd</sup> and 4<sup>th</sup> ELA scores, 2019
- Stamford Excellence received highest renewal granted by Connecticut Department of Education, full-term, five-year initial renewal, 2019
- Connecticut Department of Education School of Distinction awardee, 2019, 2018
- New York State Department of Education Recognition School for High Achievement, Bronx 1, 2019
- Stamford Excellence ranked #3 public school in Connecticut for 3<sup>rd</sup> ELA and Math scores, 2018
- New York State Department of Education Reward School for High Achievement, 2018, 2017, 2013
- 2013-2016, New York State Charter School Best Practice Dissemination grant recipient
- 2012 United States Department of Education National Blue Ribbon Schools awardee
- The Blackboard Awards, 2011 Honoree for Excellence in Education: Outstanding Principal of the Year Award, November 2011
- Awarded a Cahn Fellowship for Distinguished New York City Principals, July 2011
- MSNBC's "Morning Joe" show, High Performing school segment, September 30, 2011
- Bronx Excellence ranked #1 public charter school in New York State and #4 public school in New York State, 2011
- Bronx Excellence ranked #3 public school in New York City based on 3<sup>rd</sup>-5<sup>th</sup> ELA and Math scores, 2010
- Bronx Excellence received highest renewal granted by Charter Schools Institute SUNY Board of Regents, full-term, five-year initial renewal, 2009, 2014, 2019
- Bronx Excellence ranked #7 public school in New York City based on 3<sup>rd</sup>-5<sup>th</sup> ELA scores at 91%, 2008-2009
- Bronx Excellence ranked #1 public school in Bronx during 2007-2008 academic year
- Council of Supervisors and Administrators (CSA) performance differential recipient, 2004, 2005
- U.S. Department of Education, Teacher Quality Enhancement scholarship recipient, 2001
- UCLA Graduate School of Education Dean's scholarship recipient, 1999-2001

### **BOARD AND PROFESSIONAL MEMBERSHIPS**

- Northeast Charter Schools Network (NECSN), Board member
- My Child. My Choice. Parent Advocacy Organization, Board member
- Aspen Global Leadership Network (AGLN)
- Association of Supervision and Curriculum Development (ASCD)
- National Alliance for Public Charter Schools (NAPCS)
- Jack and Jill of America Inc., Bergen-Passaic New Jersey Chapter, member of community Service, audit, education/legislative committees and 3<sup>rd</sup>-5<sup>th</sup> grade group co-chair

## Appendix F - Requested Waiver

### 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:** Stamford Big Picture Learning Academy (SBPLA)

**Address:** 11W North Street

**City and Zip Code:** Stamford, CT 06902

**Phone and Fax:** Contacts: Matthew Laskowski - 203.977.1712;  
Charlene Reid - 347-434-0008

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

SBPLA is seeking a waiver from the enrollment restriction described in CGS § 10-66bb(c)(1)(A)(i), stating that no state charter school shall enroll more than 250 students.

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

The mission of SBPLA is to engage students, one at a time, in personalized, interest-based learning by leveraging networks of families, mentors, and the greater community to provide educational experiences grounded in rigor, relevance and relationships. The program is designed to serve 100 students at each grade level for a growing grade capacity of 400 students across grades 9-12 in the initial charter term. The enrollment plan will allow the school to provide high-quality, data-driven, individualized instruction to the students enrolled at the school, while allowing SBPLA to efficiently optimize resources in support of its programs. SBPLA is proposing to open in the fall of 2025 to students in grades 9 and 10, and will then add one grade level each year to follow. As a result, by year two, the enrollment plan will reach 300 students, exceeding 250 students, which necessitates a request for a waiver from the enrollment restrictions to fulfill our approved mission and growth plan.

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

SBPLA is proposing the enrollment configuration as follows:

Grade	2025-26	2026-27	2027-28	2028-29	2029-30
9	100	100	100	100	100
10	100	100	100	100	100
11	0	100	100	100	100
12	0	0	100	100	100
<b>Total</b>	<b>200</b>	<b>300</b>	<b>400</b>	<b>400</b>	<b>400</b>

The waiver would allow SBPLA to grow to capacity in accordance with our enrollment plan. As noted previously, the prescribed enrollment configuration will allow SBPLA to maximize resources to provide a unique and innovative 9-12 educational program that is rigorous, supportive, and designed to meet the needs of its students one at a time.

#### 4. Date of Application: November 5, 2024

Appendix G - [SBPLA Budget Workbook Draft](#)

<b>Pre-Opening Budget Statement Format</b>			
<b>Start-Up Explanation of Revenues and Expenditures</b>			
<b>Revenue</b>			
Contributions/Donations/Grants		450,000.00	
Total Revenue		\$ 450,000.00	
<b>Expenditures</b>			
<b>Salaries and Benefits</b>			
Salary–Administrators (for example: 10 weeks for 2 administrators)	111A	32,500.00	
Salary–Other	112A	20,000.00	
Salary–Support staff	112B	47,500.00	
Benefits	200	20,000.00	
Subtotal		\$ 120,000.00	
<b>Services and Activities</b>			
Professional tech services	340	70,000.00	Server and Other IT Setup
Payroll Processing	330	2,500.00	
Legal	330	15,000.00	
Accounting	330	5,000.00	Accounting Setup
Telephone	530	3,000.00	
Internet	530	7,200.00	3 months @\$2,400/month
Postage and shipping	530	500.00	
Subtotal		\$ 103,200.00	
<b>Physical Plant</b>			
Subtotal		\$ -	
<b>Marketing and Development</b>			
Advertising	590	5,000.00	
Printing	590	5,000.00	
Insurance	590	2,500.00	
Subtotal		\$ 12,500.00	
<b>Supplies and Equipment</b>			
Supplies–Administrative	612	5,000.00	
Computers	700	134,375.00	\$500/student + \$1,250/staff
Furniture	700	50,000.00	Estimate
Subtotal		\$ 189,375.00	
<b>Total Expenditures</b>		<b>\$ 425,075.00</b>	

## SBPLA FIVE YEAR BUDGET STATEMENT

	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
<b>Revenue</b>						
Number of students	200	300	400	400	400	
Per-pupil revenue	\$ 2,499,000.00	\$ 3,823,470.00	\$ 5,199,919.20	\$ 5,303,917.58	\$ 5,409,995.94	
Special Education Revenue	\$ 168,000.00	\$ 257,040.00	\$ 349,574.40	\$ 356,565.89	\$ 363,697.21	
Title I	\$ 96,460.00	\$ 147,583.80	\$ 200,713.97	\$ 204,728.25	\$ 208,822.81	
Title II	\$ 11,340.00	\$ 17,350.20	\$ 23,596.27	\$ 24,068.20	\$ 24,549.56	
Title IV	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	
In-kind services	-	-	-	-	-	
Private contributions	-	-	-	-	-	
<b>Total Revenue</b>	<b>\$ 2,784,800.00</b>	<b>\$ 4,255,444.00</b>	<b>\$ 5,783,803.84</b>	<b>\$ 5,899,279.92</b>	<b>\$ 6,017,065.52</b>	
<b>Expenditures</b>						
<b>Salaries and Benefits</b>						
Salary-Administrators	111A \$ 310,000.00	\$ 387,600.00	\$ 582,624.00	\$ 594,276.48	\$ 606,162.01	
Salary-Teachers	111B \$ 990,000.00	\$ 1,479,000.00	\$ 1,987,164.00	\$ 2,026,907.28	\$ 2,067,445.43	
Salary-Other	112A \$ 220,000.00	\$ 224,400.00	\$ 228,888.00	\$ 233,465.76	\$ 238,135.08	
Salary-Support staff	112B \$ 415,000.00	\$ 448,800.00	\$ 457,776.00	\$ 466,931.52	\$ 476,270.15	
Benefits	200 \$ 387,000.00	\$ 507,960.00	\$ 651,290.40	\$ 664,316.21	\$ 677,602.53	20% of payroll
<b>Subtotal</b>	<b>\$ 2,322,000.00</b>	<b>\$ 3,047,760.00</b>	<b>\$ 3,907,742.40</b>	<b>\$ 3,985,897.25</b>	<b>\$ 4,065,615.19</b>	
<b>Services and Activities</b>						
In-service development staff	322 -	-	-	-	-	
Pupil services	323 -	-	-	-	-	
Field trips	324 \$ 5,000.00	\$ 7,500.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$25/student
Parent activities	325 -	-	-	-	-	
Professional tech services	340 \$ 41,250.00	\$ 55,620.00	\$ 71,610.75	\$ 73,759.07	\$ 75,971.84	
Payroll Processing	330 \$ 9,900.00	\$ 13,348.80	\$ 17,186.58	\$ 17,702.18	\$ 18,233.24	\$30/staff/month
Legal	330 \$ 10,000.00	\$ 10,300.00	\$ 10,609.00	\$ 10,927.27	\$ 11,255.09	Estimate
Accounting	330 \$ 150,000.00	\$ 154,500.00	\$ 159,135.00	\$ 163,909.05	\$ 168,826.32	External Accountant - 2 Positions
Audit	341 \$ 25,000.00	\$ 25,750.00	\$ 26,522.50	\$ 27,318.18	\$ 28,137.72	Estimate based on history
Student transportation	510 -	-	-	-	-	
Communication	530 -	-	-	-	-	
Telephone	530 \$ 10,000.00	\$ 10,300.00	\$ 10,609.00	\$ 10,927.27	\$ 11,255.09	
Internet	530 \$ 28,800.00	\$ 29,664.00	\$ 30,553.92	\$ 31,470.54	\$ 32,414.65	\$2400/month
Postage and shipping	530 \$ 3,000.00	\$ 3,090.00	\$ 3,182.70	\$ 3,278.18	\$ 3,376.53	
Travel	580 -	-	-	-	-	
<b>Subtotal</b>	<b>\$ 282,950.00</b>	<b>\$ 310,072.80</b>	<b>\$ 339,409.45</b>	<b>\$ 349,291.73</b>	<b>\$ 359,470.49</b>	
<b>Physical Plant</b>						
Rent	400 -	-	-	-	-	
Utilities	400 -	-	-	-	-	
Custodial services	400 -	-	-	-	-	
Maintenance and repairs	400 -	-	-	-	-	
Renovations/expansion	400 -	-	-	-	-	
<b>Subtotal</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	



<b>Marketing and Development</b>						
Charter Management Org.	590	-	-	-	-	-
Advertising	590	\$ 40,000.00	\$ 41,200.00	\$ 42,436.00	\$ 43,709.08	\$ 45,020.35
Printing	590	-	-	-	-	-
Insurance	590	\$ 40,000.00	\$ 41,200.00	\$ 42,436.00	\$ 43,709.08	\$ 45,020.35
<b>Subtotal</b>		<b>\$ 80,000.00</b>	<b>\$ 82,400.00</b>	<b>\$ 84,872.00</b>	<b>\$ 87,418.16</b>	<b>\$ 90,040.70</b>
<b>Supplies and Equipment</b>						
Supplies-Instructional	611	\$ 30,000.00	\$ 46,350.00	\$ 63,654.00	\$ 65,563.62	\$ 67,530.53
Student Testing and Assessments	611	\$ 3,000.00	\$ 4,635.00	\$ 6,365.40	\$ 6,556.36	\$ 6,753.05
Supplies-Administrative	612	\$ 13,200.00	\$ 17,798.40	\$ 22,915.44	\$ 23,602.90	\$ 24,310.99
Text books	641	\$ 23,000.00	\$ 35,535.00	\$ 48,801.40	\$ 50,265.44	\$ 51,773.41
Library books	642	-	-	-	-	-
Supplies-General	690	-	-	-	-	-
Computers	700	-	\$ 60,625.00	\$ 61,250.00	\$ 20,000.00	\$ 20,000.00
Furniture	700	-	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00
Vehicles	700	-	-	-	-	-
Other Equipment	700	-	-	-	-	-
<b>Subtotal</b>		<b>\$ 69,200.00</b>	<b>\$ 214,943.40</b>	<b>\$ 252,986.24</b>	<b>\$ 215,988.33</b>	<b>\$ 220,367.98</b>
<b>Other Objects</b>						
Other objects (e.g., in-kind)	800	-	-	-	-	-
<b>Subtotal</b>		<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Loan Repayments</b>						
Interest	900	-	-	-	-	-
Principal	900	-	-	-	-	-
<b>Subtotal</b>		<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Total Expenditures</b>		<b>\$ 2,754,150.00</b>	<b>\$ 3,655,176.20</b>	<b>\$ 4,585,010.09</b>	<b>\$ 4,638,595.47</b>	<b>\$ 4,735,494.36</b>
<b>INCOME LESS EXPENDITURE</b>		<b>\$ 30,650.00</b>	<b>\$ 600,267.80</b>	<b>\$ 1,198,793.75</b>	<b>\$ 1,260,684.45</b>	<b>\$ 1,281,571.15</b>

**Charter School Cash Flow Schedule For Year One of Operation**

SBPLA		Budget	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Totals
<b>Beginning Balance</b>			\$ 24,925.00	\$ 420,509.17	\$ 782,533.33	\$ 558,857.50	\$ 335,931.67	\$ 113,005.83	\$ 595,580.00	\$ 392,287.50	\$ 188,995.00	\$ 609,702.50	\$ 396,410.00	\$ 189,867.50	
<b>Revenue</b>															
Number of students		200													
Per-pupil revenue		\$ 2,499,000.00	\$ 624,750.00	\$ 624,750.00				\$ 624,750.00			\$ 624,750.00				\$ 2,499,000.00
Special Education Revenue		\$ 168,000.00						\$ 84,000.00						\$ 84,000.00	\$ 168,000.00
Title I		\$ 96,460.00							\$ 16,076.67	\$ 16,076.67	\$ 16,076.67	\$ 16,076.67	\$ 16,076.67	\$ 16,076.67	\$ 96,460.00
Title II		\$ 11,340.00							\$ 1,890.00	\$ 1,890.00	\$ 1,890.00	\$ 1,890.00	\$ 1,890.00	\$ 1,890.00	\$ 11,340.00
Title IV		\$ 10,000.00							\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 10,000.00
In-kind services		-													
Private contributions		-													\$ -
<b>Total Revenue</b>		\$ 2,784,800.00	\$ 624,750.00	\$ 624,750.00	\$ -	\$ -	\$ -	\$ 708,750.00	\$ 19,633.33	\$ 19,633.33	\$ 644,383.33	\$ 19,633.33	\$ 19,633.33	\$ 103,633.33	\$ 2,784,800.00
<b>Expenditures</b>															
<b>Salaries and Benefits</b>															
Salary-Administrators		111A \$ 310,000.00	\$ 25,833.33	\$ 25,833.33	\$ 25,833.33	\$ 25,833.33	\$ 25,833.33	\$ 25,833.33	\$ 25,833.33	\$ 25,833.33	\$ 25,833.33	\$ 25,833.33	\$ 25,833.33	\$ 25,833.33	\$ 310,000.00
Salary-Teachers		111B \$ 990,000.00	\$ 82,500.00	\$ 82,500.00	\$ 82,500.00	\$ 82,500.00	\$ 82,500.00	\$ 82,500.00	\$ 82,500.00	\$ 82,500.00	\$ 82,500.00	\$ 82,500.00	\$ 82,500.00	\$ 82,500.00	\$ 990,000.00
Salary-Other		112A \$ 220,000.00	\$ 18,333.33	\$ 18,333.33	\$ 18,333.33	\$ 18,333.33	\$ 18,333.33	\$ 18,333.33	\$ 18,333.33	\$ 18,333.33	\$ 18,333.33	\$ 18,333.33	\$ 18,333.33	\$ 18,333.33	\$ 220,000.00
Salary-Support staff		112B \$ 415,000.00	\$ 34,583.33	\$ 34,583.33	\$ 34,583.33	\$ 34,583.33	\$ 34,583.33	\$ 34,583.33	\$ 34,583.33	\$ 34,583.33	\$ 34,583.33	\$ 34,583.33	\$ 34,583.33	\$ 34,583.33	\$ 415,000.00
Benefits		200 \$ 387,000.00	\$ 32,250.00	\$ 32,250.00	\$ 32,250.00	\$ 32,250.00	\$ 32,250.00	\$ 32,250.00	\$ 32,250.00	\$ 32,250.00	\$ 32,250.00	\$ 32,250.00	\$ 32,250.00	\$ 32,250.00	\$ 387,000.00
<b>Subtotal</b>		\$ 2,322,000.00	\$ 193,500.00	\$ 193,500.00	\$ 193,500.00	\$ 193,500.00	\$ 193,500.00	\$ 193,500.00	\$ 193,500.00	\$ 193,500.00	\$ 193,500.00	\$ 193,500.00	\$ 193,500.00	\$ 193,500.00	\$ 2,322,000.00
<b>Services and Activities</b>															
In-service development staff		322 -													\$ -
Pupil services		323 -													\$ -
Field trips		324 \$ 5,000.00						\$ 2,500.00					\$ 2,500.00		\$ 5,000.00
Parent activities		325 -													\$ -
Professional tech services		340 \$ 41,250.00	\$ 3,437.50	\$ 3,437.50	\$ 3,437.50	\$ 3,437.50	\$ 3,437.50	\$ 3,437.50	\$ 3,437.50	\$ 3,437.50	\$ 3,437.50	\$ 3,437.50	\$ 3,437.50	\$ 3,437.50	\$ 41,250.00
Payroll Processing		330 \$ 9,900.00	\$ 825.00	\$ 825.00	\$ 825.00	\$ 825.00	\$ 825.00	\$ 825.00	\$ 825.00	\$ 825.00	\$ 825.00	\$ 825.00	\$ 825.00	\$ 825.00	\$ 9,900.00
Legal		330 \$ 10,000.00	\$ 833.33	\$ 833.33	\$ 833.33	\$ 833.33	\$ 833.33	\$ 833.33	\$ 833.33	\$ 833.33	\$ 833.33	\$ 833.33	\$ 833.33	\$ 833.33	\$ 10,000.00
Accounting		330 \$ 150,000.00	\$ 12,500.00	\$ 12,500.00	\$ 12,500.00	\$ 12,500.00	\$ 12,500.00	\$ 12,500.00	\$ 12,500.00	\$ 12,500.00	\$ 12,500.00	\$ 12,500.00	\$ 12,500.00	\$ 12,500.00	\$ 150,000.00
Audit		341 \$ 25,000.00										\$ 10,000.00		\$ 15,000.00	\$ 25,000.00
Student transportation		510 -													\$ -
Communication		530 -													\$ -
Telephone		530 \$ 10,000.00	\$ 833.33	\$ 833.33	\$ 833.33	\$ 833.33	\$ 833.33	\$ 833.33	\$ 833.33	\$ 833.33	\$ 833.33	\$ 833.33	\$ 833.33	\$ 833.33	\$ 10,000.00
Internet		530 \$ 28,800.00	\$ 2,400.00	\$ 2,400.00	\$ 2,400.00	\$ 2,400.00	\$ 2,400.00	\$ 2,400.00	\$ 2,400.00	\$ 2,400.00	\$ 2,400.00	\$ 2,400.00	\$ 2,400.00	\$ 2,400.00	\$ 28,800.00
Postage and shipping		530 \$ 3,000.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 3,000.00
Travel		580 -													\$ -
<b>Subtotal</b>		\$ 282,950.00	\$ 21,079.17	\$ 21,079.17	\$ 21,079.17	\$ 21,079.17	\$ 21,079.17	\$ 23,579.17	\$ 21,079.17	\$ 21,079.17	\$ 21,079.17	\$ 31,079.17	\$ 23,579.17	\$ 36,079.17	\$ 282,950.00

<b>Physical Plant</b>															
Rent	400	-													\$ -
Utilities	400	-													\$ -
Custodial services	400	-													\$ -
Maintenance and repairs	400	-													\$ -
Renovations/expansion	400	-													\$ -
<b>Subtotal</b>		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Marketing and Development</b>															
Charter Management Org.	590	-													\$ -
Advertising	590	\$ 40,000.00	\$ 3,333.33	\$ 3,333.33	\$ 3,333.33	\$ 3,333.33	\$ 3,333.33	\$ 3,333.33	\$ 3,333.33	\$ 3,333.33	\$ 3,333.33	\$ 3,333.33	\$ 3,333.33	\$ 3,333.33	\$ 40,000.00
Printing	590	-													\$ -
Insurance	590	\$ 40,000.00	\$ 3,333.33	\$ 3,333.33	\$ 3,333.33	\$ 3,333.33	\$ 3,333.33	\$ 3,333.33	\$ 3,333.33	\$ 3,333.33	\$ 3,333.33	\$ 3,333.33	\$ 3,333.33	\$ 3,333.33	\$ 40,000.00
<b>Subtotal</b>		\$ 80,000.00	\$ 6,666.67	\$ 6,666.67	\$ 6,666.67	\$ 6,666.67	\$ 6,666.67	\$ 6,666.67	\$ 6,666.67	\$ 6,666.67	\$ 6,666.67	\$ 6,666.67	\$ 6,666.67	\$ 6,666.67	\$ 80,000.00
<b>Supplies and Equipment</b>															
Supplies—Instructional	611	\$ 30,000.00		\$ 18,000.00	\$ 1,200.00	\$ 1,200.00	\$ 1,200.00	\$ 1,200.00	\$ 1,200.00	\$ 1,200.00	\$ 1,200.00	\$ 1,200.00	\$ 1,200.00	\$ 1,200.00	\$ 30,000.00
Student Testing and Assessments	611	\$ 3,000.00			\$ 750.00									\$ 750.00	\$ 3,000.00
Supplies—Administrative	612	\$ 13,200.00	\$ 7,920.00	\$ 480.00	\$ 480.00	\$ 480.00	\$ 480.00	\$ 480.00	\$ 480.00	\$ 480.00	\$ 480.00	\$ 480.00	\$ 480.00	\$ 480.00	\$ 13,200.00
Text books	641	\$ 23,000.00		\$ 23,000.00											\$ 23,000.00
Library books	642	-													\$ -
Supplies-General	690	-													\$ -
Computers	700	-													\$ -
Furniture	700	-													\$ -
Vehicles	700	-													\$ -
Other Equipment	700	-													\$ -
<b>Subtotal</b>		\$ 69,200.00	\$ 7,920.00	\$ 41,480.00	\$ 2,430.00	\$ 1,680.00	\$ 1,680.00	\$ 2,430.00	\$ 1,680.00	\$ 1,680.00	\$ 2,430.00	\$ 1,680.00	\$ 2,430.00	\$ 1,680.00	\$ 69,200.00
<b>Other Objects</b>															
Other objects (e.g., in-kind)	800	-													\$ -
<b>Subtotal</b>		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Loan Repayments</b>															
Interest	900	-													\$ -
Principal	900	-													\$ -
<b>Subtotal</b>		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Expenditures</b>		\$ 2,754,150.00	\$ 229,165.83	\$ 262,725.83	\$ 223,675.83	\$ 222,925.83	\$ 222,925.83	\$ 226,175.83	\$ 222,925.83	\$ 222,925.83	\$ 223,675.83	\$ 232,925.83	\$ 226,175.83	\$ 237,925.83	\$ 2,754,150.00
<b>ENDING CASH BALANCE</b>		\$ 30,650.00	\$ 420,509.17	\$ 782,533.33	\$ 558,857.50	\$ 335,931.67	\$ 113,005.83	\$ 595,580.00	\$ 392,287.50	\$ 188,995.00	\$ 609,702.50	\$ 396,410.00	\$ 189,867.50	\$ 55,575.00	\$ 55,575.00

Annual Increase						1		1.02		1.02		1.02		1.02				
Job Title	Location	Grade	Subj	Salary	Budget Code	FY24-25 FTE \$		FY 25-26 FTE \$	FY 26-27 FTE \$	FY 27-28 FTE \$	FY 28-29 FTE \$	FY 29-30 FTE \$						
Principal	School	Admin	Admin	130000	111A	0.25	32,500	1.0	130,000	1.0	132,600	1.0	135,252	1.0	137,957	1.0	140,716	
Dean	School	Admin	Admin	110000	111A	0.0	0	1.0	110,000	1.0	112,200	1.0	114,444	1.0	116,733	1.0	119,068	
Dean	School	Admin	Admin	110000	111A	0.0	0		0	1.0	114,444	1.0	116,733	1.0	119,068			
Director of Operations	School	Admin	Admin	80000	112A	0.25	20,000	1.0	80,000	1.0	81,600	1.0	83,232	1.0	84,897	1.0	86,595	
Office Manager	School	Admin	Admin	60000	112B	0.25	15,000	1.0	60,000	1.0	61,200	1.0	62,424	1.0	63,672	1.0	64,946	
Office Clerk	School	Admin	Admin	50000	112B	0.0	0	0.5	25,000	1.0	51,000	1.0	52,020	1.0	53,060	1.0	54,122	
Finance Manager	School	Admin	Admin	65000	112B	0.0	0	1.0	65,000	1.0	66,300	1.0	67,626	1.0	68,979	1.0	70,358	
HR and Payroll Manager	School	Admin	Admin	65000	112B	0.3	16,250	1.0	65,000	1.0	66,300	1.0	67,626	1.0	68,979	1.0	70,358	
Talent Manager	School	Admin	Admin	65000	112B	0.3	16,250	1.0	65,000	1.0	66,300	1.0	67,626	1.0	68,979	1.0	70,358	
Academic Coordinator	School	Admin	Admin	70000	111A	0.0	0	1.0	70,000	1.0	71,400	1.0	72,828	1.0	74,285	1.0	75,770	
Academic Coordinator	School	Admin	Admin	70000	111A	0.0	0	0.0	0	1.0	71,400	1.0	72,828	1.0	74,285	1.0	75,770	
Academic Coordinator	School	Admin	Admin	70000	111A	0.0	0	0.0	0	0.0	0	1.0	72,828	1.0	74,285	1.0	75,770	
Teacher	HS	9	Math	65,000	111B	0.0	0	1.0	65,000	1.0	66,300	1.0	67,626	1.0	68,979	1.0	70,358	
Teacher	HS	9	Science	65,000	111B	0.0	0	1.0	65,000	1.0	66,300	1.0	67,626	1.0	68,979	1.0	70,358	
Teacher	HS	9	ELA	65,000	111B	0.0	0	1.0	65,000	1.0	66,300	1.0	67,626	1.0	68,979	1.0	70,358	
Teacher	HS	9	History/SS	65,000	111B	0.0	0	1.0	65,000	1.0	66,300	1.0	67,626	1.0	68,979	1.0	70,358	
Teacher	HS	9	Social Justice	65,000	111B	0.0	0	1.0	65,000	1.0	66,300	1.0	67,626	1.0	68,979	1.0	70,358	
Teacher	HS	9	Specials(Lang/Other)	65,000	111B	0.0	0	1.0	65,000	1.0	66,300	1.0	67,626	1.0	68,979	1.0	70,358	
Teacher	HS	10	Math	65,000	111B	0.0	0	1.0	65,000	1.0	66,300	1.0	67,626	1.0	68,979	1.0	70,358	
Teacher	HS	10	Science	65,000	111B	0.0	0	1.0	65,000	1.0	66,300	1.0	67,626	1.0	68,979	1.0	70,358	
Teacher	HS	10	ELA	65,000	111B	0.0	0	1.0	65,000	1.0	66,300	1.0	67,626	1.0	68,979	1.0	70,358	
Teacher	HS	10	History/SS	65,000	111B	0.0	0	1.0	65,000	1.0	66,300	1.0	67,626	1.0	68,979	1.0	70,358	
Teacher	HS	10	Social Justice	65,000	111B	0.0	0	1.0	65,000	1.0	66,300	1.0	67,626	1.0	68,979	1.0	70,358	
Teacher	HS	10	Specials(Lang/Other)	65,000	111B	0.0	0	1.0	65,000	1.0	66,300	1.0	67,626	1.0	68,979	1.0	70,358	
Teacher	HS	11	Math	65,000	111B	0.0	0	0.0	0	1.0	66,300	1.0	67,626	1.0	68,979	1.0	70,358	
Teacher	HS	11	Science	65,000	111B	0.0	0	0.0	0	1.0	66,300	1.0	67,626	1.0	68,979	1.0	70,358	
Teacher	HS	11	ELA	65,000	111B	0.0	0	0.0	0	1.0	66,300	1.0	67,626	1.0	68,979	1.0	70,358	
Teacher	HS	11	History/SS	65,000	111B	0.0	0	0.0	0	1.0	66,300	1.0	67,626	1.0	68,979	1.0	70,358	
Teacher	HS	11	Social Justice	65,000	111B	0.0	0	0.0	0	1.0	66,300	1.0	67,626	1.0	68,979	1.0	70,358	
Teacher	HS	11	Specials(Lang/Other)	65,000	111B	0.0	0	0.0	0	1.0	66,300	1.0	67,626	1.0	68,979	1.0	70,358	
Teacher	HS	12	Math	65,000	111B	0.0	0	0.0	0	0.0	0	1.0	67,626	1.0	68,979	1.0	70,358	
Teacher	HS	12	Science	65,000	111B	0.0	0	0.0	0	0.0	0	1.0	67,626	1.0	68,979	1.0	70,358	
Teacher	HS	12	ELA	65,000	111B	0.0	0	0.0	0	0.0	0	1.0	67,626	1.0	68,979	1.0	70,358	
Teacher	HS	12	History/SS	65,000	111B	0.0	0	0.0	0	0.0	0	1.0	67,626	1.0	68,979	1.0	70,358	
Teacher	HS	12	Social Justice	65,000	111B	0.0	0	0.0	0	0.0	0	1.0	67,626	1.0	68,979	1.0	70,358	
Teacher	HS	12	Specials(Lang/Other)	65,000	111B	0.0	0	0.0	0	0.0	0	1.0	67,626	1.0	68,979	1.0	70,358	
Teacher - SPED	HS	9	Special Education	70000	111B	0.0	0	1.0	70,000	1.0	71,400	1.0	72,828	1.0	74,285	1.0	75,770	
Teacher - SPED	HS	10	Special Education	70000	111B	0.0	0	1.0	70,000	1.0	71,400	1.0	72,828	1.0	74,285	1.0	75,770	
Teacher - SPED	HS	11	Special Education	70000	111B	0.0	0	0.0	0	1.0	71,400	1.0	72,828	1.0	74,285	1.0	75,770	
Teacher - SPED	HS	12	Special Education	70000	111B	0.0	0	0.0	0	0.0	0	1.0	72,828	1.0	74,285	1.0	75,770	
Teacher (ELL/Bilingual)	HS	Pupil	ELL/Bilingual	70000	111B	0.0	0	1.0	70,000	1.0	71,400	1.0	72,828	1.0	74,285	1.0	75,770	
Social Worker	School	Pupil	SW	70000	112A	0.0	0	1.0	70,000	1.0	71,400	1.0	72,828	1.0	74,285	1.0	75,770	
College & Career Coordi	School	Pupil	CCC	65000	112B			1.0	65,000	1.0	66,300	1.0	67,626	1.0	68,979	1.0	70,358	
Student Data Specialist	Central	Central	Other NIS	70000	112B			1.0	70,000	1.0	71,400	1.0	72,828	1.0	74,285	1.0	75,770	
Athletics & Activities Coo	Central	Pupil	Athl	70000	112A	-	-	1.0	70,000	1.0	71,400	1.0	72,828	1.0	74,285	1.0	75,770	
<b>TOTALS</b>						<b>1.3</b>	<b>100000.0</b>		<b>27.5</b>	<b>1935000.0</b>	<b>36.0</b>	<b>2539800.0</b>	<b>45.0</b>	<b>3256452.0</b>	<b>45.0</b>	<b>3321581.0</b>	<b>45.0</b>	<b>3388012.7</b>
Benefits						20%	20000		20%	387000	20%	507960	20%	651290.4	20%	664316.208	20%	677602.5322

<b>ENROLLMENT ASSUMPTIONS</b>							
	<b>2024-2025</b>	<b>2025-2026</b>	<b>2026-2027</b>	<b>2027-2028</b>	<b>2028-2029</b>	<b>2029-2030</b>	
<b>9th</b>		100	100	100	100	100	100
<b>10th</b>		100	100	100	100	100	100
<b>11th</b>			100	100	100	100	100
<b>12th</b>				100	100	100	100
<b>TOTAL</b>	<b>0</b>	<b>200</b>	<b>300</b>	<b>400</b>	<b>400</b>	<b>400</b>	<b>400</b>
15 % <b>Special Ed</b>		30	45	60	60	60	60
4% <b>EL/Bil Ed</b>		8	12	16	16	16	16
70 % <b>FRPL</b>		140	210	280	280	280	280

<b>Per Pupil Rate</b>	\$ 12,250	\$ 12,495	\$ 12,745	\$ 13,000	\$ 13,260	\$ 13,525
<b>Title I Rate</b>		\$ 689	\$ 703	\$ 717	\$ 731	\$ 746
<b>Title II Rate</b>		\$ 81	\$ 83	\$ 84	\$ 86	\$ 88
<b>Inflation (non-salary)</b>		1.03	1.03	1.03	1.03	1.03

## Appendix H - Statement of Assurances

### APPENDIX H: STATEMENT OF ASSURANCES

Standard Statement of Assurances for Grant Programs

Connecticut State Department of Education

Project Title:	Stamford Big Picture Learning Academy (SBPLA)
Applicant:	Matthew Laskowski & Charlene Reid

The Applicant hereby assures the Connecticut State Department of Education that:

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

1) For purposes of this Section, the following terms are defined as follows:

- a. "Commission" means the Commission on Human Rights and Opportunities;
- b. "Contract" and "contract" means this grant;
- c. "Contractor" and "contractor" means the applicant and any successors or assigns;
- d. "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.
- e. "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
- f. "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;
- g. "marital status" means being single, married as recognized by the State of Connecticut, widowed, separated or divorced;
- h. "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;
- i. "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
- j. "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.

- 2) For purposes of this Section, the terms “Contract” and “contract” do not include a contract where each contractor is (a) 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, (b) any other state, including but not limited to any federally recognized Indian tribal governments, as defined in C.G.S. § 1-267, (c) the federal government, (d) a foreign government, or (e) an agency of a subdivision, state or government described in the immediately preceding enumerated items (a), (b), (c), or (d).
- 3) (a) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, status as a veteran, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by such Contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the State of Connecticut; and the Contractor further agrees to take affirmative action to ensure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, status as a veteran, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (b) 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; (c) 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; (d) 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, 46a-68f and 46a-86; and (e) 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.
- 4) 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.




- 5) The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.
- 6) The Contractor shall include the provisions of subsection (3) 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.
- 7) 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.
- 8) (a) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of 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; (b) 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; (c) 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 (d) 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.
- 9) 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.

10) Nondiscrimination Certification. Pursuant to subsection (c) of section 4a-60 and subsection (b) of section 4a-60a of the Connecticut General Statutes, the Contractor, for itself and its authorized signatory of this Contract, affirms that it understands the obligations of this section and that it will maintain a policy for the duration of the Contract to assure that the Contract will be performed in compliance with the nondiscrimination requirements of such sections. The Contractor and its authorized signatory of this Contract demonstrate their understanding of this obligation by signing this Statement of Assurances below.

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 C.G.S. 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.

Signature of Authorized Official:	
Name: <i>(typed)</i>	Matthew Laskowski
Title: <i>(typed)</i>	Associate Superintendent
Date:	November 5, 2024

## Charter School Cash Flow Schedule For Year One of Operation

SBPLA

	Budget	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Totals
<b>Beginning Balance</b>		\$ 24,925.00	\$ 420,509.17	\$ 782,533.33	\$ 558,857.50	\$ 335,931.67	\$ 113,005.83	\$ 595,580.00	\$ 392,287.50	\$ 188,995.00	\$ 609,702.50	\$ 396,410.00	\$ 189,867.50	
<b>Revenue</b>														
Number of students	200													
Per-pupil revenue	\$ 2,499,000.00	\$ 624,750.00	\$ 624,750.00				\$ 624,750.00			\$ 624,750.00				\$ 2,499,000.00
Special Education Revenue	\$ 168,000.00						\$ 84,000.00						\$ 84,000.00	\$ 168,000.00
Title I	\$ 96,460.00							\$ 16,076.67	\$ 16,076.67	\$ 16,076.67	\$ 16,076.67	\$ 16,076.67	\$ 16,076.67	\$ 96,460.00
Title II	\$ 11,340.00							\$ 1,890.00	\$ 1,890.00	\$ 1,890.00	\$ 1,890.00	\$ 1,890.00	\$ 1,890.00	\$ 11,340.00
Title IV	\$ 10,000.00							\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 10,000.00
In-kind services	-													
Private contributions	-													
<b>Total Revenue</b>	\$ 2,784,800.00	\$ 624,750.00	\$ 624,750.00	\$ -	\$ -	\$ -	\$ 708,750.00	\$ 19,633.33	\$ 19,633.33	\$ 644,383.33	\$ 19,633.33	\$ 19,633.33	\$ 103,633.33	\$ 2,784,800.00
<b>Expenditures</b>														
<b>Salaries and Benefits</b>														
Salary-Administrators	111A	\$ 310,000.00	\$ 25,833.33	\$ 25,833.33	\$ 25,833.33	\$ 25,833.33	\$ 25,833.33	\$ 25,833.33	\$ 25,833.33	\$ 25,833.33	\$ 25,833.33	\$ 25,833.33	\$ 25,833.33	\$ 310,000.00
Salary-Teachers	111B	\$ 990,000.00	\$ 82,500.00	\$ 82,500.00	\$ 82,500.00	\$ 82,500.00	\$ 82,500.00	\$ 82,500.00	\$ 82,500.00	\$ 82,500.00	\$ 82,500.00	\$ 82,500.00	\$ 82,500.00	\$ 990,000.00
Salary-Other	112A	\$ 220,000.00	\$ 18,333.33	\$ 18,333.33	\$ 18,333.33	\$ 18,333.33	\$ 18,333.33	\$ 18,333.33	\$ 18,333.33	\$ 18,333.33	\$ 18,333.33	\$ 18,333.33	\$ 18,333.33	\$ 220,000.00
Salary-Support staff	112B	\$ 415,000.00	\$ 34,583.33	\$ 34,583.33	\$ 34,583.33	\$ 34,583.33	\$ 34,583.33	\$ 34,583.33	\$ 34,583.33	\$ 34,583.33	\$ 34,583.33	\$ 34,583.33	\$ 34,583.33	\$ 415,000.00
Benefits	200	\$ 387,000.00	\$ 32,250.00	\$ 32,250.00	\$ 32,250.00	\$ 32,250.00	\$ 32,250.00	\$ 32,250.00	\$ 32,250.00	\$ 32,250.00	\$ 32,250.00	\$ 32,250.00	\$ 32,250.00	\$ 387,000.00
<b>Subtotal</b>		\$ 2,322,000.00	\$ 193,500.00	\$ 193,500.00	\$ 193,500.00	\$ 193,500.00	\$ 193,500.00	\$ 193,500.00	\$ 193,500.00	\$ 193,500.00	\$ 193,500.00	\$ 193,500.00	\$ 193,500.00	\$ 2,322,000.00
<b>Services and Activities</b>														
In-service development staff	322	-												\$ -
Pupil services	323	-												\$ -
Field trips	324	\$ 5,000.00					\$ 2,500.00					\$ 2,500.00		\$ 5,000.00
Parent activities	325	-												\$ -
Professional tech services	340	\$ 41,250.00	\$ 3,437.50	\$ 3,437.50	\$ 3,437.50	\$ 3,437.50	\$ 3,437.50	\$ 3,437.50	\$ 3,437.50	\$ 3,437.50	\$ 3,437.50	\$ 3,437.50	\$ 3,437.50	\$ 41,250.00
Payroll Processing	330	\$ 9,900.00	\$ 825.00	\$ 825.00	\$ 825.00	\$ 825.00	\$ 825.00	\$ 825.00	\$ 825.00	\$ 825.00	\$ 825.00	\$ 825.00	\$ 825.00	\$ 9,900.00
Legal	330	\$ 10,000.00	\$ 833.33	\$ 833.33	\$ 833.33	\$ 833.33	\$ 833.33	\$ 833.33	\$ 833.33	\$ 833.33	\$ 833.33	\$ 833.33	\$ 833.33	\$ 10,000.00
Accounting	330	\$ 150,000.00	\$ 12,500.00	\$ 12,500.00	\$ 12,500.00	\$ 12,500.00	\$ 12,500.00	\$ 12,500.00	\$ 12,500.00	\$ 12,500.00	\$ 12,500.00	\$ 12,500.00	\$ 12,500.00	\$ 150,000.00
Audit	341	\$ 25,000.00								\$ 10,000.00			\$ 15,000.00	\$ 25,000.00
Student transportation	510	-												\$ -
Communication	530	-												\$ -
Telephone	530	\$ 10,000.00	\$ 833.33	\$ 833.33	\$ 833.33	\$ 833.33	\$ 833.33	\$ 833.33	\$ 833.33	\$ 833.33	\$ 833.33	\$ 833.33	\$ 833.33	\$ 10,000.00
Internet	530	\$ 28,800.00	\$ 2,400.00	\$ 2,400.00	\$ 2,400.00	\$ 2,400.00	\$ 2,400.00	\$ 2,400.00	\$ 2,400.00	\$ 2,400.00	\$ 2,400.00	\$ 2,400.00	\$ 2,400.00	\$ 28,800.00
Postage and shipping	530	\$ 3,000.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 3,000.00
Travel	580	-												\$ -
<b>Subtotal</b>		\$ 282,950.00	\$ 21,079.17	\$ 21,079.17	\$ 21,079.17	\$ 21,079.17	\$ 21,079.17	\$ 21,079.17	\$ 21,079.17	\$ 21,079.17	\$ 21,079.17	\$ 21,079.17	\$ 21,079.17	\$ 282,950.00
<b>Physical Plant</b>														
Rent	400	-												\$ -
Utilities	400	-												\$ -
Custodial services	400	-												\$ -
Maintenance and repairs	400	-												\$ -
Renovations/expansion	400	-												\$ -
<b>Subtotal</b>		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Marketing and Development</b>														
Charter Management Org.	590	-												\$ -
Advertising	590	\$ 40,000.00	\$ 3,333.33	\$ 3,333.33	\$ 3,333.33	\$ 3,333.33	\$ 3,333.33	\$ 3,333.33	\$ 3,333.33	\$ 3,333.33	\$ 3,333.33	\$ 3,333.33	\$ 3,333.33	\$ 40,000.00
Printing	590	-												\$ -
Insurance	590	\$ 40,000.00	\$ 3,333.33	\$ 3,333.33	\$ 3,333.33	\$ 3,333.33	\$ 3,333.33	\$ 3,333.33	\$ 3,333.33	\$ 3,333.33	\$ 3,333.33	\$ 3,333.33	\$ 3,333.33	\$ 40,000.00
<b>Subtotal</b>		\$ 80,000.00	\$ 6,666.67	\$ 6,666.67	\$ 6,666.67	\$ 6,666.67	\$ 6,666.67	\$ 6,666.67	\$ 6,666.67	\$ 6,666.67	\$ 6,666.67	\$ 6,666.67	\$ 6,666.67	\$ 80,000.00
<b>Supplies and Equipment</b>														
Supplies-Instructional	611	\$ 30,000.00	\$ 18,000.00	\$ 1,200.00	\$ 1,200.00	\$ 1,200.00	\$ 1,200.00	\$ 1,200.00	\$ 1,200.00	\$ 1,200.00	\$ 1,200.00	\$ 1,200.00	\$ 1,200.00	\$ 30,000.00
Student Testing and Assessments	611	\$ 3,000.00		\$ 750.00			\$ 750.00			\$ 750.00			\$ 750.00	\$ 3,000.00
Supplies-Administrative	612	\$ 13,200.00	\$ 7,920.00	\$ 480.00	\$ 480.00	\$ 480.00	\$ 480.00	\$ 480.00	\$ 480.00	\$ 480.00	\$ 480.00	\$ 480.00	\$ 480.00	\$ 13,200.00
Text books	641	\$ 23,000.00		\$ 23,000.00										\$ 23,000.00
Library books	642	-												\$ -
Supplies-General	690	-												\$ -
Computers	700	-												\$ -
Furniture	700	-												\$ -
Vehicles	700	-												\$ -
Other Equipment	700	-												\$ -
<b>Subtotal</b>		\$ 69,200.00	\$ 7,920.00	\$ 41,480.00	\$ 2,430.00	\$ 1,680.00	\$ 1,680.00	\$ 2,430.00	\$ 1,680.00	\$ 1,680.00	\$ 2,430.00	\$ 1,680.00	\$ 2,430.00	\$ 69,200.00



# Pre-Opening Budget Statement Format

## Start-Up Explanation of Revenues and Expenditures

### Revenue

Contributions/Donations/Grants		450,000.00
Total Revenue	\$	450,000.00

### Expenditures

#### Salaries and Benefits

Salary–Administrators (for example: 10 weeks for 2 administrators)	111A	32,500.00
Salary–Other	112A	20,000.00
Salary–Support staff	112B	47,500.00
Benefits	200	20,000.00
Subtotal	\$	120,000.00

#### Services and Activities

Professional tech services	340	70,000.00
Payroll Processing	330	2,500.00
Legal	330	15,000.00
Accounting	330	5,000.00
Telephone	530	3,000.00
Internet	530	7,200.00
Postage and shipping	530	500.00
Subtotal	\$	103,200.00

#### Physical Plant

	Subtotal	\$ -
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#### Marketing and Development

Advertising	590	5,000.00
Printing	590	5,000.00
Insurance	590	2,500.00
Subtotal	\$	12,500.00

#### Supplies and Equipment

Supplies–Administrative	612	5,000.00
Computers	700	134,375.00
Furniture	700	50,000.00
Subtotal	\$	189,375.00

**Total Expenditures**  
**INCOME LESS EXPENDITURES**

**\$ 425,075.00**

**\$ 24,925.00**

## SBPLA FIVE YEAR BUDGET STATEMENT

	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
<b>Revenue</b>						
Number of students	200	300	400	400	400	
Per-pupil revenue	\$ 2,499,000.00	\$ 3,823,470.00	\$ 5,199,919.20	\$ 5,303,917.58	\$ 5,409,995.94	
Special Education Revenue	\$ 168,000.00	\$ 257,040.00	\$ 349,574.40	\$ 356,565.89	\$ 363,697.21	
Title I	\$ 96,460.00	\$ 147,583.80	\$ 200,713.97	\$ 204,728.25	\$ 208,822.81	
Title II	\$ 11,340.00	\$ 17,350.20	\$ 23,596.27	\$ 24,068.20	\$ 24,549.56	
Title IV	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	
In-kind services	-	-	-	-	-	
Private contributions	-	-	-	-	-	
<b>Total Revenue</b>	<b>\$ 2,784,800.00</b>	<b>\$ 4,255,444.00</b>	<b>\$ 5,783,803.84</b>	<b>\$ 5,899,279.92</b>	<b>\$ 6,017,065.52</b>	
<b>Expenditures</b>						
<b>Salaries and Benefits</b>						
Salary-Administrators	111A \$ 310,000.00	\$ 387,600.00	\$ 582,624.00	\$ 594,276.48	\$ 606,162.01	
Salary-Teachers	111B \$ 990,000.00	\$ 1,479,000.00	\$ 1,987,164.00	\$ 2,026,907.28	\$ 2,067,445.43	
Salary-Other	112A \$ 220,000.00	\$ 224,400.00	\$ 228,888.00	\$ 233,465.76	\$ 238,135.08	
Salary-Support staff	112B \$ 415,000.00	\$ 448,800.00	\$ 457,776.00	\$ 466,931.52	\$ 476,270.15	
Benefits	200 \$ 387,000.00	\$ 507,960.00	\$ 651,290.40	\$ 664,316.21	\$ 677,602.53	20% of payroll
<b>Subtotal</b>	<b>\$ 2,322,000.00</b>	<b>\$ 3,047,760.00</b>	<b>\$ 3,907,742.40</b>	<b>\$ 3,985,897.25</b>	<b>\$ 4,065,615.19</b>	
<b>Services and Activities</b>						
In-service development staff	322 -	-	-	-	-	
Pupil services	323 -	-	-	-	-	
Field trips	324 \$ 5,000.00	\$ 7,500.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$25/student
Parent activities	325 -	-	-	-	-	
Professional tech services	340 \$ 41,250.00	\$ 55,620.00	\$ 71,610.75	\$ 73,759.07	\$ 75,971.84	
Payroll Processing	330 \$ 9,900.00	\$ 13,348.80	\$ 17,186.58	\$ 17,702.18	\$ 18,233.24	\$30/staff/month
Legal	330 \$ 10,000.00	\$ 10,300.00	\$ 10,609.00	\$ 10,927.27	\$ 11,255.09	Estimate
Accounting	330 \$ 150,000.00	\$ 154,500.00	\$ 159,135.00	\$ 163,909.05	\$ 168,826.32	External Accountant - 2 Positions
Audit	341 \$ 25,000.00	\$ 25,750.00	\$ 26,522.50	\$ 27,318.18	\$ 28,137.72	Estimate based on history
Student transportation	510 -	-	-	-	-	
Communication	530 -	-	-	-	-	
Telephone	530 \$ 10,000.00	\$ 10,300.00	\$ 10,609.00	\$ 10,927.27	\$ 11,255.09	
Internet	530 \$ 28,800.00	\$ 29,664.00	\$ 30,553.92	\$ 31,470.54	\$ 32,414.65	\$2400/month
Postage and shipping	530 \$ 3,000.00	\$ 3,090.00	\$ 3,182.70	\$ 3,278.18	\$ 3,376.53	
Travel	580 -	-	-	-	-	
<b>Subtotal</b>	<b>\$ 282,950.00</b>	<b>\$ 310,072.80</b>	<b>\$ 339,409.45</b>	<b>\$ 349,291.73</b>	<b>\$ 359,470.49</b>	
<b>Physical Plant</b>						
Rent	400 -	-	-	-	-	
Utilities	400 -	-	-	-	-	
Custodial services	400 -	-	-	-	-	
Maintenance and repairs	400 -	-	-	-	-	
Renovations/expansion	400 -	-	-	-	-	
<b>Subtotal</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	
<b>Marketing and Development</b>						
Charter Management Org.	590 -	-	-	-	-	
Advertising	590 \$ 40,000.00	\$ 41,200.00	\$ 42,436.00	\$ 43,709.08	\$ 45,020.35	
Printing	590 -	-	-	-	-	
Insurance	590 \$ 40,000.00	\$ 41,200.00	\$ 42,436.00	\$ 43,709.08	\$ 45,020.35	
<b>Subtotal</b>	<b>\$ 80,000.00</b>	<b>\$ 82,400.00</b>	<b>\$ 84,872.00</b>	<b>\$ 87,418.16</b>	<b>\$ 90,040.70</b>	
<b>Supplies and Equipment</b>						
Supplies-Instructional	611 \$ 30,000.00	\$ 46,350.00	\$ 63,654.00	\$ 65,563.62	\$ 67,530.53	\$150/Student
Student Testing and Assessments	611 \$ 3,000.00	\$ 4,635.00	\$ 6,365.40	\$ 6,556.36	\$ 6,753.05	\$15/Student
Supplies-Administrative	612 \$ 13,200.00	\$ 17,798.40	\$ 22,915.44	\$ 23,602.90	\$ 24,310.99	\$40/staff/month
Text books	641 \$ 23,000.00	\$ 35,535.00	\$ 48,801.40	\$ 50,265.44	\$ 51,773.41	\$115/Student
Library books	642 -	-	-	-	-	
Supplies-General	690 -	-	-	-	-	
Computers	700 -	\$ 60,625.00	\$ 61,250.00	\$ 20,000.00	\$ 20,000.00	\$500/student + \$1,250/staff
Furniture	700 -	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	
Vehicles	700 -	-	-	-	-	
Other Equipment	700 -	-	-	-	-	
<b>Subtotal</b>	<b>\$ 69,200.00</b>	<b>\$ 214,943.40</b>	<b>\$ 252,986.24</b>	<b>\$ 215,988.33</b>	<b>\$ 220,367.98</b>	
<b>Other Objects</b>						
Other objects (e.g., in-kind)	800 -	-	-	-	-	
<b>Subtotal</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	
<b>Loan Repayments</b>						
Interest	900 -	-	-	-	-	
Principal	900 -	-	-	-	-	
<b>Subtotal</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	
<b>Total Expenditures</b>	<b>\$ 2,754,150.00</b>	<b>\$ 3,655,176.20</b>	<b>\$ 4,585,010.09</b>	<b>\$ 4,638,595.47</b>	<b>\$ 4,735,494.36</b>	
<b>INCOME LESS EXPENDITURE</b>	<b>\$ 30,650.00</b>	<b>\$ 600,267.80</b>	<b>\$ 1,198,793.75</b>	<b>\$ 1,260,684.45</b>	<b>\$ 1,281,571.15</b>	

Annual Increase

Job Title	Location	Grade	Subj	Salary
Principal	School	Admin	Admin	130000
Dean	School	Admin	Admin	110000
Dean	School	Admin	Admin	110000
Director of Operations	School	Admin	Admin	80000
Office Manager	School	Admin	Admin	60000
Office Clerk	School	Admin	Admin	50000
Finance Manager	School	Admin	Admin	65000
HR and Payroll Manager	School	Admin	Admin	65000
Talent Manager	School	Admin	Admin	65000
Academic Coordinator	School	Admin	Admin	70000
Academic Coordinator	School	Admin	Admin	70000
Academic Coordinator	School	Admin	Admin	70000
Teacher	HS	9	Math	65,000
Teacher	HS	9	Science	65,000
Teacher	HS	9	ELA	65,000
Teacher	HS	9	History/SS	65,000
Teacher	HS	9	Social Justice	65,000
Teacher	HS	9	Specials(Lang/Other)	65,000
Teacher	HS	10	Math	65,000
Teacher	HS	10	Science	65,000
Teacher	HS	10	ELA	65,000
Teacher	HS	10	History/SS	65,000
Teacher	HS	10	Social Justice	65,000
Teacher	HS	10	Specials(Lang/Other)	65,000
Teacher	HS	11	Math	65,000
Teacher	HS	11	Science	65,000
Teacher	HS	11	ELA	65,000
Teacher	HS	11	History/SS	65,000
Teacher	HS	11	Social Justice	65,000
Teacher	HS	11	Specials(Lang/Other)	65,000
Teacher	HS	12	Math	65,000
Teacher	HS	12	Science	65,000
Teacher	HS	12	ELA	65,000
Teacher	HS	12	History/SS	65,000
Teacher	HS	12	Social Justice	65,000
Teacher	HS	12	Specials(Lang/Other)	65,000
Teacher - SPED	HS	9	Special Education	70000
Teacher - SPED	HS	10	Special Education	70000
Teacher - SPED	HS	11	Special Education	70000
Teacher - SPED	HS	12	Special Education	70000
Teacher (ELL/Bilingual)	HS	Pupil	ELL/Bilingual	70000
Social Worker	School	Pupil	SW	70000
College & Career Coordina	School	Pupil	CCC	65000



Student Data Specialist	Central	Central	Other NIS	70000
Athletics & Activities Coord	Central	Pupil	Athl	70000

**TOTALS**

Benefits



112B		-		1.0	70,000	1.0	71,400	1.0
112A	-	-		1.0	70,000	1.0	71,400	1.0
	<b>1.3</b>	<b>100000.0</b>		<b>27.5</b>	<b>1935000.0</b>	<b>36.0</b>	<b>2539800.0</b>	<b>45.0</b>
	20%	20000		20%	387000	20%	507960	20%



72,828	1.0	74,285	1.0	75,770
72,828	1.0	74,285	1.0	75,770
<b>3256452.0</b>	<b>45.0</b>	<b>3321581.0</b>	<b>45.0</b>	<b>3388012.7</b>
651290.4	20%	664316.208	20%	677602.5322

## ENROLLMENT ASSUMPTIONS

	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
<b>9th</b>		100	100	100	100	100
<b>10th</b>		100	100	100	100	100
<b>11th</b>			100	100	100	100
<b>12th</b>				100	100	100
<b>TOTAL</b>	<b>0</b>	<b>200</b>	<b>300</b>	<b>400</b>	<b>400</b>	<b>400</b>
15% <b>Special Ed</b>		30	45	60	60	60
4% <b>EL/Bil Ed</b>		8	12	16	16	16
70% <b>FRPL</b>		140	210	280	280	280

